

## **GRADUATE EDUCATION IN COMMERCE**

# GRADUATE EDUCATION IN COMMERCE

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## FOREWORD

Having spent nine months in India working with leading business managers and having had many graduate students in Business Administration from India, I am pleased to note the significant progress Indian Graduate Schools of Commerce are making in training present and future business employees. Vice-Chancellor C. D. Singh has made a significant contribution to the management literature by bringing together comprehensive descriptions of what the Schools of Commerce are doing, analyzing the effectiveness of these programs, and recommending how they can improve their services.

Throughout the world business leaders are stating that their greatest challenge for the future is recruiting and developing competent managers. There is constant search for people who have the ability, knowledge and interest in making things happen and providing for growth and improvement.

It is generally recognized that education does not end with the attainment of a degree, but continues throughout a person's lifetime. Indian Schools of Commerce will continue to help interested people improve their knowledge and skills in financial management, accounting, marketing, personnel administration, quantitative methods, business law and related subjects. This training and education will take many forms including degree programs and short institutes. Personnel will be selected not only for their knowledge and skills but also for their ability to continue learning.

J. C. Penney, one of our leading merchants in the United States states :

"The asset which towers above all others in business is not money, not buildings, not land, but men and women inspired by confidence in one another. Men and women who see their own success in the success of their business associates. Money is not, and never can be, the one principal object of our business.

We place the greatest stress and give the foremost place to the training of men and women and giving of service. This is the business insurance of producing producers. The essential duty of the manager is clear. He becomes a manager not alone because he gives evidence that we can trust him to conduct the affairs of a store, but, beyond that, because he has proved to us that he can build another person to take his place. Once a business is wise enough to do this, the financial income of that business is assured."

This is equally true for India. Dr. Singh's book will point the way for continued cooperation between Graduate Schools of Commerce and Indian business. These contributions will be through teaching, research, and joint training efforts.

I consider it a privilege to have directed Dr. Singh's research and to have had a small part in helping business management training in India.

**Earl Brooks**

Professor of Administration and  
Director, Executive Development  
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March 1, 1978

## PREFACE

The problem before the Universities in India today is to find out what is the best sort of education for a career in business. It has to be decided as to what subjects should be considered the heart of commerce studies at the graduate level. What areas of specialization should be provided, where the balance should be struck between the commerce and non-commerce studies, and how graduate work should be planned. Another important and even more complex question is of career requirements in business. For what range of skills and abilities should Commerce Colleges endeavour to prepare students? Can requirements for specific jobs be taught, and if so, should commerce colleges teach them? Can the qualities of mind needed for successful and responsible careers in business be identified? Can they also be taught? Should certain schools prepare exclusively for top managements and others for lower management levels? These are a few questions which demand urgent clarification.

It is the purpose of this study to enquire into the present position of graduate education in commerce in the Indian Universities in all its aspects. It is also proposed to find out whether the present facilities and programmes available in the Universities are on sound lines. Thereafter, from the observations and conclusions arrived at through this study, it is proposed to suggest a plan for its re-organization and improvement so that a sound and reasonably uniform system of graduate education in commerce suited to the needs and resources of India may be provided for the whole country.

The study, which was undertaken as a part of Ph. D. Programme of Cornell University during 1962-64, included two basic approaches : questionnaire and review of the pertinent literature. Questionnaires were sent to Deans, Heads of the Commerce Departments, Personnel Directors of industrial and business concerns both in the public and private sectors, and

to business leaders and persons interested in Indian Economy. Literature on Commerce and business education was reviewed. The survey of the literature provided the basis for the questionnaire and, in fact, a background for the entire study.

Commerce education is divorced from realities of business world. The present curriculum is not in accordance with the needs and requirements of industry and business. The teaching standard is viewed as poor and standard in general does not seem to be improving over what it used to be. The need is for better students, improved curricula, scientific teaching, and well-qualified teachers.

One of the charges which is often levelled against the graduate education is the complete absence of practical studies. There is a lack of close cooperation between Commerce Colleges and the business community. The majority feels that this cooperation can be achieved by utilizing the expert services of teachers as consultants and by sending business executives to the universities for helping teachers in giving a practical shape to commerce studies.

In order to improve the situation, three plans have been suggested : a plan for general improvement of commerce studies ; a plan for the master's curriculum ; and a plan for doctoral studies and other research activities.

These plans aim at : increasing the effectiveness of commerce teachers ; improving the quality of graduate students ; reorganizing the methods of teaching and examinations ; and bringing closer the business scientists and businessmen.

Commerce education has great benefits to confer on the country. Industry and commerce are now highly intellectualized occupations. If the tempo of progress India has made in the economic field is to be accelerated in the years to come, there is need for an increased supply of personnel well-grounded in the basic principles governing industrial and commercial world and well-disciplined for a career in industry and business.

C. D. Singh



## ACKNOWLEDGEMENTS

There are numerous individuals who aided the writer during his field investigation and while writing his thesis and without whom the termination of the thesis would have been impossible. In particular he wishes to thank Professor Earl Brooks for his guidance, support and encouragement as Chairman of the Special Committee. He is also indebted to Professor J. M. Rathmell, Professor F. B. Miller, and Professor P. P. Van Riper who as teachers and members of his Special Committee have generously shared their deep knowledge of business administration.

The inevitable discouragements that accompany the gathering of data were mitigated considerably by the help of many Indian friends. In this respect the writer can never pay back the debt that he owes to Professor Umeshwar Prasad Verma and Professor Siv Chandra Jha.

With her constant and patient encouragement throughout the period of this study, the writer's wife, Utm Raj, has contributed more than could possibly be summarized here.

It is, of course, to the teachers of commerce of Indian Universities and the Indian business men that the writer owes his greatest debt of gratitude. To many of them who with patience and courtesy answered his numerous enquiries, the writer expresses his gratefulness.

The writer acknowledges the financial help received from Bhagalpur University, Cornell University, the Institute of International Education, and Watumull Foundation. He is grateful to Professor John G. B. Hutchins, Director, Doctoral Program for financial and other assistance during the stay in Cornell University.

Special thanks are due to Mrs George Kohles for typing the final version of this thesis.

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## CHAPTER I

# INTRODUCTION

Graduate education in commerce in the Indian Universities is half a century old. There are today fifty-seven institutions which are imparting such education. Every year since 1960 nearly 2,000 students have been receiving Master's degrees and nearly 15 students Ph. D. degrees in Commerce. It is estimated that these figures will go up to 4,000 and 30 respectively by 1970. At many institutions, the Commerce Department has stepped forward to occupy a major position, at least in terms of numbers of students, on the campus.

These institutions have responsibilities in two directions : to the business world on the one hand and to the world of knowledge and ideas as represented by the University on the other. Against this background of responsibility these institutions are supposed to do two things : first, to integrate the institutions' resources for the education of young people anticipating business careers and second to engage

continuously in the creation of new knowledge. Implicit in both activities is the responsibility to serve as a channel whereby the result of academic research may have an impact on the ideas and practices of management and vice versa

### **The Problem**

There is a widespread dissatisfaction with the quality of commerce education in the Indian Universities today. It is openly being said that most of the Commerce Colleges have failed to develop in their students the qualities of mind and character and the kind of professional skill for which business and society have the greatest need. The gap between what the business world needs and what the universities are offering has grown wide enough for all to see.

The opinion of practical businessmen on the ability of commerce graduates to fit into business is not favourable. They criticize the training received in the universities as almost purely theoretical and they find that they have to train the commerce graduates in the ways of business as they have to train the arts or science graduates. Some of them even observe that the latter are often easier to be trained on account of their superior intellectual equipment.

Some of the businessmen are not satisfied with the present system of commerce education. They feel that the colleges in their teaching and research activities are not keeping abreast of the most current business thinking and practices. They are accusing the Commerce Colleges for not doing basic researches which may be useful to the business.

While the feeling of dissatisfaction is widespread, it is important to stress the even stronger feeling of uncertainty. It is probably safe to say that in no other area of professional education is there so much uncertainty as to what constitutes a proper educational background for professional practice, or are existing educational standards and practices viewed with greater skepticism. Despite their size and entrenched position, the Commerce Colleges have not yet reached agreement as to what their objectives should properly be and how these objectives might best be attained

There is also widespread criticism of the confusion arising from the multiplicity of qualifications of varying nature and value which are supposed to be suitable for a career in business. This multiplicity creates grave difficulties for students and parents who do not know where efforts can best be applied, for employers who do not know how to assess the various qualifications, and for educational authorities who cannot be expected to provide facilities for all types of training in the absence of a reasonable volume of demand.

The entry of graduate into the professions related to commerce raises other problems. Graduate in medicine and architecture are vocationally trained as well as vocationally educated and are thus in a position to begin professional practice soon after graduation. Graduates in engineering and the natural sciences are well on their way to professional employment when they leave the University. This is not true of graduates who aspire to enter a profession related to commerce. These graduates, although possessing great advantage, do not get much preference. This state of affairs gives no encouragement to enter the business profession through the Universities. This lack of preference may be due in part to an absence of belief in the value of education for business imparted by the universities.

certain schools prepare exclusively for top management and others for lower management levels? These are a few questions which demand urgent clarification.

### **Purpose of Study**

It is the purpose of this study to inquire into the present position of graduate education in commerce in the Indian Universities in all its aspects. It is also proposed to find out whether the present facilities and programs available in the universities are on sound lines. Thereafter, from the observations and conclusions arrived at through this study, it is proposed to suggest a plan for its reorganisation and improvement so that a sound and reasonably uniform system of graduate education in commerce suited to the needs and resources of India may be provided for the whole country.

### **Method of Study**

In order to permit a fairly broad study the writer decided to collect, in the first instance, detailed information regarding the present state of graduate studies in commerce as conducted in the Indian Universities and Colleges. He also decided to obtain the views of business and other leaders and of the Personnel Directors of commercial and industrial organizations, government undertakings and other employing authorities, regarding the usefulness of present graduate courses in commerce as given in the Universities and Colleges, the usefulness of the commerce graduates, and the manner in which graduate studies might be made more useful from the point of view of employment.

The study included two basic approaches : questionnaire and review of the pertinent literature. Questionnaires were sent to Deans, Heads of the Commerce Departments, Personnel Directors of industrial and business concerns both in the public and private sectors, and to business leaders and persons interested in Indian economy. Literature on commerce and business education was reviewed. The survey of the literature provided the basis for the questionnaire and, in fact, a background for the entire study.

Besides Cornell University, the writer visited Columbia University (New York), Harvard University (Massachusetts), Indiana University (Bloomington, Indiana), New York University (New York) and Northeastern University (Massachusetts). These visits proved very valuable to the writer in getting a clear idea about the objectives, curriculum plan and content, faculty teaching methods and conditions, research, student management development programs, and relations with other branches of the University of the Business Schools in the United States.

### Questionnaire

Three kinds of questionnaires were prepared. Questionnaire 'A' (see Appendix I) was drawn for the Deans and Heads of Commerce Departments of Indian Universities. It aimed at bringing general information relating to objectives of the commerce education, staff data, curricula data, students' data, library data and information relating to examinations. Opinion was also invited for suggesting measures to improve the quality of commerce education at the graduate level. Questionnaire 'A' was sent to all the fifty-seven institutions where graduate education in commerce is being provided today. The list of institutions was taken from the *Directory of Institutions for Higher Education in India*.<sup>1</sup> Questionnaires were returned from forty-five institutions (see Appendix IV). This was about 80 per cent of the questionnaires sent.

The writer also obtained detailed regulations from the Registrars of twenty-six Indian Universities. These regulations gave information regarding admission, courses of studies, teachers and student body. The Secretary of the University Grants Commission also supplied some statistics and other information of importance for the consideration of the problems relating to commerce education at the graduate level.

Questionnaire 'B' (see Appendix II) was drawn for the Personnel Directors of the various establishments in the public

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1. Government of India, *Directory of Institutions for Higher Education in India* (New Delhi : Government of India, 1963).



Questionnaire 'C' (see Appendix III) was drawn for the topmost business leaders and those persons who are directly interested in commerce education. This questionnaire aimed at seeking the opinion of the leaders on these points : aims and objects of commerce education, personal qualities for success in business, present system of commerce education in Indian Universities, the quality of research conducted at Commerce Colleges, and the responsibilities of Universities and business houses in training future personnel for business. They were also requested to suggest methods for improving the cooperation between the Commerce Colleges and the business world and means by which colleges can help the business houses in reorientation of their employees in the light of the modern development in the science of management.

The list of business and other leaders was prepared from *The Indian Year Book 1963*<sup>4</sup> and *India : 1963*.<sup>5</sup> This questionnaire was sent to 325 leaders. Only 140 persons sent back the questionnaire (see Appendix VI). This was 43 percent of the total. Unfortunately here too some of the topmost business leaders had no time to send a reply.

There were a few personnel directors and business leaders who did not fill in the questionnaire but they did send their comments on graduate commerce education in a general way. A few of them sent copies of the addresses which they had delivered to some educational conferences. The Indian Management Association, New Delhi, sent reports of four annual 'Advanced Management Programs' held at various places in India since 1960.

### Literature

The recommendations are based not only on the suggestions of the respondents but are also the outcome of the writers careful study of the literature on business education.

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4. Times of India, *Indian Year Book-1963* (Bombay : Times of India Ltd, 1963)

5. Publication Division, *India-1963* (New Delhi : Government of India, 1963).

A careful study was made of pertinent literature including books, reports, professional journals and periodicals relating to commerce education at the graduate level in Canada, Great Britain, India and the United States. The writer gathered materials from important institutions and universities from all these countries. These publications ranged from mimeographed proposals, plans and memoranda to printed brochures and catalogs for prospective graduate students. A bibliography of the literature reviewed will be found in the Bibliography section of the thesis.

### **Limitations of the Study**

Some limitations are inherent in the study due to the methods used in collection and treatment of data and the timing.

Since most of the institutions were founded after World War II, their history may be too brief to draw valid conclusions as to the trends in objectives and teaching approach.

Extensive rather than intensive data have been sought, and the result has been a general survey, rather than a detailed survey of the practices of a particular college or university.

It is recognized that there may have been some element of bias in the data assembled, since the means was dependent largely on statement of individual Deans or Heads who were probably interested in reporting as favourably as possible, activities of the institutions they represented.

It should be pointed out that College programs are changing constantly, and although data reported were current for 1963, subsequent programs may have notable variations. Deans and businessmen have indicated that their responses were necessarily contingent on circumstances prevailing at the time.

The views on commerce education of a relatively limited number of personnel directors and business leaders were studied, considering the number of business establishments operating in India, and although the views indicate probable trends, they are not sufficient basis for generalization about the views of businessmen towards commerce education in India as a whole.

The questionnaire gave a quantitative but not a qualitative appraisal of the people's attitude relating to commerce education. The writer feels that interviews would have helped to overcome this problem. Interviews would have enhanced the value of the study, but were precluded by the lack of finance and time.

### Order of Treatment

The study has been covered in nine chapters. The first has the general introduction of the study. It deals with the problems faced by the Commerce Colleges, the methodology of the work, and the limitations of the study.

The second chapter gives a brief survey of the growth of graduate education in commerce in the Indian Universities. It examines the causes which were responsible for its slow growth during the years before World War II and accounts for the factors which led to a rapid and somewhat unchecked development after the independence of India. The chapter also discusses the aims and objects of graduate education which always have been in the process of change. It also deals very briefly with the problems of organization and administration of the Commerce Colleges. The chapter closes with a short note on the present and future needs for better trained commerce graduates to manage various economic activities of the young democracy.

The third chapter gives a graphic account of the teaching and other activities at the Master's level. It deals with important issues relating to the teaching staff at this level with special reference to their number, educational backgrounds, work load, salary and working conditions, etc. On the side of students it touches issues like : the characteristics of commerce students, their motivation, social backgrounds, etc. The course curriculum at this level and such issues as formal instructional methods, library facilities, examinations and wastage and financial help to students have been discussed at some length in this chapter.

The fourth chapter is divided into three sections. The first section describes the regulations governing the admission and

award of Ph. D. degrees in commerce. The second section deals with the nature and type of research at the Ph. D. level. The third section is an assessment. In a sense it is a critical examination of the state of affairs.

Most of the data on which the above four chapters are based were supplied by the Deans or Heads of Commerce Departments, Registrars of Universities, and the Secretary of the University Grants Commission. While efforts have been made to present the facts objectively, it is to be admitted that the analysis bears to a little extent the stamp of subjective approach of the writer from the point of view of their usefulness for improvement of Commerce Education in India. Hints and suggestions as also occasional warning of caution are candidly given for consideration of the framers of the business education policy and programs in India.

The fifth chapter gives the opinion of the employers and business and other leaders regarding the present state of graduate education and their suggestions with respect to what Commerce Colleges should do to further a graduate's preparation for his career in business.

The next three chapters (VI, VII and VIII) are recommendations for the reorganization of graduate studies in India. More specifically they represent suggestions for accelerating what the writer considers to be desirable development in progress and general approach. While making these recommendations, the writer has tried to develop a system in the perspective of conditions prevailing in India, but at the same time taking careful and cautious note of all that is being done elsewhere. Indian Colleges are not doing too badly under the circumstances they are placed, and the writer has the firm faith that given a fair chance Indian Colleges and teachers can discharge their responsibilities satisfactorily.

A summary of the more important findings, conclusions and recommendations, which have grown out of this study, are contained in Chapter IX.

In the Appendices are copies of the questionnaires used in obtaining data for the study and lists of institutions, firms and individuals participating in the study.

The Bibliography contains those references which were of greatest importance in shaping and determining the direction of the study, and of most value as source materials.

### **Conclusions : General Observation**

The writer is struck by a deep general awareness of the importance of higher commerce education for national welfare and an uneasy sense of the inadequacy of the present pattern. While it is generally recognized that the Commerce Colleges should provide the best teaching over the entire field of business, that they should extend by original inquiry the *frontiers of science of business and, above all, mold and shape students not merely by training them to be good executives but by the disciplining of the spirit*, university people are aware of the serious shortcomings in the functioning of the Commerce Colleges regard to these matters. The marked deterioration of standard in teaching and examination and increasing dissatisfaction with products of the universities are matters of great concern. The universities as the makers of the future cannot persist in the old pattern, however valid they may have been in their own days. With the increasing complexity of the Indian society and its shifting pattern, universities have to change their objectives and methods, *if they are to function effectively in our national life*.

But it should not be concluded that the future of commerce education adds up to one great mass of problem and dilemmas. Rather, the writer considers that it all constitutes a challenge—a challenge to educators and, indirectly, to those who are in business. Clearly this challenge to today's Commerce College as it prepares for tomorrow is one of substantial magnitude. It also is a challenge that is important for those who are not in commerce education. Although some businessmen refuse to recognize it, and although some who are not businessmen do not like it, it is nonetheless true that business is the dominant social and economic institution of our time. The wisdom with which it is managed and directed may well determine whether freedom of enterprise will survive. Further, unless

managerial competence keeps pace with the major environmental development, tension of such magnitude will be generated as to jeopardize not only economy and political stability but also the national survival.

On the whole, the writer believes that the years ahead will require a greater professionalization of commerce education. The better colleges will, he hopes and predicts, concentrate on (1) providing a high quality of professional education to carefully selected students, (2) expanding the bodies of *knowledge in the business field* and (3) *communicating the best of business practice and knowledge directly to practitioners.*

Clearly, a substantial part of the responsibility for the quality and viability of tomorrow's business leadership will increasingly rest with the universities, particularly the Commerce Colleges.

It is hoped that this study, though made in the midst of other heavy engagements and in a brief period of time, would be of some use to those concerned with improving the level of education in general and commerce education in particular in the young democracy of India.

## CHAPTER II

# The Rise Of Graduate Education

Socioeconomic institutions grow out of the irresistible urge of the historical forces. This applies with special significance to the growth of institutions for imparting education in commerce. Not until four decades or so ago did commerce education draw much attention in India.

It is not altogether accidental that World War I, the growth of nationalism in India, the great economic depression of the thirties, mass unemployment of the educated youth and other related circumstances led to a new interest in commerce education.

In the beginning there was much initial sneer that commerce education had to face. But commerce education is being increasingly looked upon as a social agency, and without entering into the cause-effect controversy, it may be accepted that it is an integral part of social change. There is hardly, much doubt now that education for industry and

commerce, or business education, must continue an important phase of the national system of education in modern India

### **Early Growth**

The graduate study in the commerce section in Indian Universities began on a very small scale and in a haphazard fashion at the beginning of the present century. The first college of commerce to start graduate teaching in commerce was the Sydenham College, Bombay, in 1913. The progress was rather slow and by the end of 1940 all graduate studies at the Master's level were confined to five Universities—Bombay University, Calcutta University, Andhra University, Lucknow University and the University of Allahabad. The enrollment of graduate students in all these Universities in 1940 was only seventy-four.

There were several reasons for the late development and small-scale of graduate work in commerce in Indian Universities. The chief reason was that no need for it was felt. Few posts were available for which graduate training was prerequisite. On the completion of an undergraduate course a student could get a job without further study.

It should also be remembered that most of the Commerce Colleges during the earlier part of the present century were imparting education for the purpose of providing clerks and accountants for the British traders and industrialists. The British merchants wanted to recruit clerical and accounting personnel from India, as it was cheaper to do so. The course mostly consisted of some language, applied economic subjects, and accountancy. Accountancy comprised perhaps the main subject of commerce studies in the undergraduate section. Some of the rich students, after taking the undergraduate degree in commerce, preferred to go to England and took specialized training for accountants, auditors, actuaries, bankers and secretaries. Later on the Government of India began holding an examination in accountancy and auditing and awarding a diploma known as GDA or Government Diploma in Accountancy, the holder of which could practice as an auditor. This examination also was responsible for the few



total number of graduate students as well as in the fraction of college students who seek to use their graduate education as the opening wedge into a business career and thus as a first step up the socioeconomic scale.

### Present Position

However, the more rapid expansion took place after 1951. Every year since then three or more institutions were started to satisfy the growing demand. In 1959 Calcutta University had to start a Master's class in the evening also for the benefit of students who were employed during the day time.

It was being realized that students receiving graduate education in commerce could not only work proficiently in business but also in government and other establishments. By 1952 the central government and almost all the State governments added accountancy and commercial law as subjects of examinations for civil and other services. But such was the flexibility and growth in the capacity of these Commerce Colleges and so great was the urge for higher education in commerce that these institutions began to turn out more graduates than what could be profitably employed. In fact, higher education in commerce in Indian Universities has entered into a new phase.

The following three tables will give an indication of the development of commerce studies at the graduate level during the period 1951-1963.

Table 2

INCREASE IN THE NUMBER OF INSTITUTIONS OFFERING GRADUATE STUDIES IN COMMERCE		
Year	No. of Institutions added During the year	Total No. of Institutions in the year
1951	—	15
1952	4	19
1953	3	22
1954	4	26
1955	5	31
1956	3	34
1957	4	38
1958	3	41
1959	3	44
1960	4	48
1961	3	51
1962	3	54
1963	3	57

**Table 3****NUMBER OF STUDENTS REGISTERED FOR THE M. COM. CLASS  
DURING THE YEAR 1951-1963**

<i>Year</i>	<i>No. of Students</i>
1951	615
1952	743
1953	1,221
1954	963
1955	1,236
1956	1,330
1957	1,280
1958	1,445
1959	2,120
1960	2,490
1961	2,674
1962	2,885
1963	2,992

**Table 4****NUMBER OF STUDENTS PASSING THE M. COM EXAMINATION  
DURING THE YEAR 1951-1962**

<i>Year</i>	<i>No. Passed</i>
1951	576
1952	683
1953	980
1954	876
1955	991
1956	1,031
1957	1,049
1958	1,094
1959	1,758
1960	2,088
1961	2,163
1962	2,275

The information given in the above four tables was supplied by the Secretary, University Grants Commission, New Delhi.

New social, economic and political developments after independence made evident the need for scholarly personnel in commerce in many areas. The Commerce Colleges faced a dilemma: the desire to expand and serve clashed with the desire to maintain standard and other evidence of respectability.

The enlarged range of ability and background among both the staff and students, resulting from the increase in number, influenced the nature of graduate education. As long as the colleges enrolled less than 300 students, it was plausible to assume that selective factors had somehow brought to this work only creative and other wise superior minds. But when the numbers enrolled approached 3,000 such assumptions have become preposterous.

There are at least two groups among the teachers and administrators of graduate studies in commerce who hold different views on this question of high standard and orthodox respectability. One section which is concerned with preparing graduate students for the work society has for them to do more than with upholding traditional ideas of graduate studies, has consistently declared that much educational effort has been wasted through failures to recognize the mental limitations of faculty and students and through disregarding their special aptitude and ambitions. These critics have insisted with some success that the Commerce College prospectus should adjust their requirements to fit the needs of occupational groups and individuals rather than continue to force them into inflexible dimensions. The other section has continued to insist that the higher degree be reserved only for scholars interested in extending the boundaries of knowledge.

The initial purpose of commerce education to satisfy the personnel needs of industry, trade and public administration, began to change in the liberal and free climate of Universities. Originally commerce education had leaned more or less heavily on materials developed in Great Britain. Most of the universities had adopted the British pattern with little or no change. The length of the courses, both master's and doctor's, the standards, the major requirements, the nature and importance of these, the primacy of research—these and other matters had been adopted without much controversy. Under the British influence the pattern of Indian graduate studies in commerce was established rather quickly and effortlessly. Regulations became fairly uniform across

the country, although of course variations remained and new ones arose from time to time and from place to place. But there are indications now that many teachers and some universities are refusing to accept the British pattern. Apparently they are adopting the American pattern. Since many of their students are wishing to go to American Business schools, some seeking advanced studies and some returning to join the Indian Universities, this is to be expected. The establishment of the two institutions, one at Calcutta and the other at Ahmadabad, is also an indication in this direction.

In 1959, under auspices of the Ford Foundation, Dean George Robbins of the University of California at Los Angeles, made a study of business education in India. His resulting proposals for a management institute strongly staffed with full time personnel to serve as an all-India center for both research and post-graduate studies was accepted by the Government of India but expanded to embrace two institutes, one in the east and one in the West. Both were organized in late 1961 under the Societies Registration Act, one at Calcutta in cooperation with the Government of West Bengal and the other at Ahmadabad in cooperation with the Government of Gujarat.

In both cases, the recurring rupee expenses are being met by the Government of India and the initial costs of land and buildings by the respective state governments with such assistance as may be obtained from industry. The institutes are empowered to solicit funds from other sources and each has received a substantial dollar grant from the Ford Foundation to provide for visiting professors, the training of Indian staff abroad, and acquisition of foreign library materials. Under these grants, cooperative relationships have been established, in respect of Calcutta with the School of Industrial Management of the Massachusetts Institutes of Technology and in respect of Ahmadabad, with the Harvard University Graduate School of Business Administration.

In the quest for new educational patterns appropriate to India, maximum flexibility has been regarded as essential to

the healthy development of these institutions. Consequently, although every effort is being made to work closely with the universities, in neither case is there a formal university affiliation. Similarly, while close liaison is being maintained between the Ahmadabad and Calcutta institutes, each are seeking independently the means by which it may best serve the nation.

The present plans of the institutes call for the ultimate inauguration of a two-year course of study leading to a master's degree or a diploma of equivalent standing. The institutes will seek, in the long run to lay a solid program for subsequent learning through experience. They will help the students to understand the social and economic forces which bear upon the enterprise, the behaviour of the people who make up its organization and with whom it deals, and the basic tools useful to management in planning and controlling business affairs. Most important, they will emphasise development of the individual's ability to solve problems for himself, that he may in future years cope successfully with problems as yet unknown.

The two institutes have started offering study programs for the benefit of all categories of management personnel from trainees to senior executives.

The research arm of the institutes will be designed not only to support the individual exploration of faculty members and visiting scientists but also, under the guidance of faculty to undertake contract research programs of larger scale and longer duration than could otherwise be handled.

Another ambitious step towards commerce education is the scheme for a new educational project which the University of Allahabad is establishing, viz. Motilal Nehru Institute of Business Research and Administration.

The objective of this new Institutes is to put commerce education at the university level on an improved, enlarged and integrated basis. It is based on three fundamental factors, viz, that commerce education stands in need of improvement mainly in teaching methods, that it must be enlarged so that it offers diversified and specialized courses

at the post-graduate level, and that all the courses new and old must be thoroughly integrated.

The Institute will principally be a research organization. Research will be its focal point, and its apex ; and teaching shall be subsidiary to research. Researches of all types will be carried with a view to creat fresh knowledge to make the unknown known, to advance the frontiers of knowledge and then to disseminate the newly created knowledge mainly through teaching and secondarily through other methods. It is thus clear that the Institute will exist as much for disseminating knowledge which has already been created by others as to disseminate knowledge created currently within its four walls.<sup>1</sup>

The process of reorganizing commerce education at Allahabad has been actively going on for several years past, and this plan is a continuous process.

### *Aims and Objectives*

The aims and objectives underlying graduate education for commerce have gone through an evolutionary process. The early objectives aimed at a broad practical education of men for active life and for positions in business and government. When the foundation for the new discipline had been laid, the work of the first few colleges assumed rather theoretical characteristics ; and the requirements for a broad practical education advocated by the pioneers were largely forgotten. Not until the late 1950's did commerce educators recognize the narrowness of the path being traveled, part of this realisation was due to the criticism voiced by businessmen.

On a careful analysis of the aims and objectives of the present Commerce Colleges it is not clear if they are training students for some specific profession like Accountancy or Banking or Insurance or they are turning out graduates proficient in the general principles of business organization

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1. A. N. Agrawala, *A New Conception of Business Education* (Allahabad : University of Allahabad, 1960), pp. 26-27.

who can take their places as executives officers either in the government or with some commercial concerns.

There are some new developments in objectives on the part of some institutions. They make clear that they are aiming at preparing men and women for general managerial and policy making functions of business and for highly specialized positions in certain areas. Besides this objective, two other objectives have also been emphasized ; promotion of business research and development of men for research and teaching in commerce.

The issue, in education for commerce, of general versus professional education has been perennial one not only in India but in most of the countries of the world. As a matter of fact, it includes a host of problems that permeates the whole educational structure. Students preparing for leadership in business, government or elsewhere are expected to be men of vision, judgement and professional competence. Consequently, finding the balance between general and professional education which will provide a basis for developing these qualities is difficult. In this respect it seems appropriate to repeat the admonition set forth by Oplulents and Clark in *Business and Liberal Arts*.<sup>2</sup>

Few eternal verities exist to guide us in the solution of the problem. The proper curriculum mix is not one that can be solved for all time. The end formation must always compromise the desired degree of broadness and depth, ideally conceived, and the minimum educational level required for entrance to the business community. The latter, incidently will vary from time to time with the growth of specialized knowledge and the evolving rôle of business in society. Society may call upon far more functionalized education in one era and at the same point of time, require a higher level of general education.

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2. J. J. Clark and B. J. Oplulente, *Business and Liberal Arts* (New York : St. John's University, 1962). 2, p. xii.

*Organization and Administration*

Almost in every university today there is a Faculty of Commerce\* to supervise and guide the work of Commerce Department. The Commerce Faculty everywhere comprises: Professors, Readers and Lecturers in Commerce and Economics of the University.

A few senior teachers of commercial subjects from the university who are appointed to membership of the Faculty by the Academic Council of the University on the recommendation of the Faculty, and a few persons from other universities who are co-opted by reasons of their specialized knowledge.

The Head of the Department of Commerce is mostly elected as Dean of the Faculty. In some of the universities the Dean is nominated by the Vice-Chancellor (President).

The Faculty of Commerce today is a recommendatory body. It cannot take final decisions. All its actions are to be approved by the Academic Council of the University.

The organization of universities for supervising graduate studies in commerce has undergone some interesting changes over the years. As might have been expected from the way in which the work originated, much of the supervision and control, as well as the stimulus, was provided at first in some places by the Faculty, the university as a whole taking little part, although it formally approved the award of degrees. Elsewhere, the university as a whole took control from the beginning, drawing up regulations and exercising at least general supervision. In time this procedure was adopted elsewhere.

The next step was the establishment of a university-wide Board of Committee on Graduate Studies which supervised the work in all Faculties. This step was taken sooner or later at nearly every university which had more than one Faculty active in graduate work. The committee regularized procedures and provided for uniformity in regulations and standards throughout the university. The composition of the

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\* The word Faculty in India is used to designate a main division of the University, the whole enterprise including staff and students.



committee on graduate studies varied from place to place : it might include only Deans or Heads of the department of graduate studies or the men most actively engaged in graduate work or representatives of all these categories. The *method of selection also varied* : membership might depend on the office held or election by the whole staff or by departmental colleagues, or appointment by Senate or Vice-Chancellor (President).

The University-wide Committee on graduate studies was not established without misgivings on the part of many teachers. The argument was that the staff of any one Faculty (Arts, Science, Commerce, etc.) was better qualified to supervise graduate work in the discipline of that subject than a body of representatives from all fields, each of whom was unlikely to be an expert in any field but his own and possibly not interested in any other. The impression cannot be avoided that at least in some places and to some extent the University-wide-Committee was established not because of inherent virtues but because of doubts about the competence of some divisions in relation to graduate work (or conviction of incompetence) and of doubts about the standards which they would maintain.

As the number of Faculties and Departments offering graduate work increased, as the work within Departments become more diversified, and as the number of graduate students multiplied, most of the larger universities took the next step and established various Faculties of graduate studies. Every Faculty had its own Dean or Director and was responsible for the graduate work in all departments, no matter what the undergraduate affiliations of the departments might be.

After independence and especially after the report of the University Education Commission, there has been complete overhauling of the administrative machinery of the universities in India. Today every university in India has : a Senate (Court), an Executive Council (Syndicate), and Academic Council, Faculties and Board of Studies.

The Faculty of Commerce (so other Faculties) has no

complete autonomy. The location of authority and responsibility is a difficult problem in the present setup. Although decisions may nominally be made by the Faculty or its committees, in practice they, in most cases, are to be ratified by higher bodies—from Academic Council of the University in all academic matters and from syndicate in all administrative matters.

Participation in budget making and in appointments and promotion enables others to exert powerful influences. The Dean of Commerce Faculty (so also other Deans) is therefore severely handicapped. He can secure his results only through persuasion. To a larger extent his duties consist of forwarding recommendations of others. Yet nominally he bears the chief responsibility for securing some of the most difficult objectives in higher education. The weakness of his position is not due entirely to the fact that the Commerce Faculty was the last to come on the scene, but rather to incompatible arrangement in the general direction.

This general situation is associated with and in part responsible for the relatively weak position of the Dean. Although in a few universities the Commerce Faculty has a separate budget and the Dean has much say in framing it, in the case of most of the universities the budget of the Commerce Faculty is included in the general budget of the university. The Dean has not the final say in decisions about establishing new posts or in recruiting staff or in promotion or salary increases.

Universities should seriously consider two ways of dealing with this general situation. One is to strengthen the position of the Dean so that he can really function like a head of an organization. The other action is to return much authority and responsibility to the Faculty whose members are much more expert on most of the real problems involved.

### Looking Ahead

With the advent of independence, India, characterized by its underdeveloped economy with predominantly an agriculture bias, has embarked upon the planned efforts through her Five

the managing agents, managers, directors, etc. of companies, the management is increasingly being handled by individuals independent of family ties. Before the war Indians of good education and family hardly ever thought of a career in business. They gravitated automatically to government service or to the professions. Today more and more educated Indians are making careers in business.

Professors and consultants especially from the United States and Germany are regularly visiting India. They have spoken to groups of commerce professors, businessmen and to individual members of top management at meetings arranged by universities, Chamber of Commerce, and local management associations. There has been for some years a steady stream of young men (professors and business executives) proceeding abroad for higher training in business administration. This was particularly directed in the past to British Universities and professional training institutes. Since independence it has been increasingly observed that the young men are going to the United States. Some of these young men who had been absorbed into business, have now through the years attained positions in the upper echelons of management. They have been, to a certain extent, a source of encouragement to the present generation of young men.

Management Associations in the various states are trying to create an atmosphere for improved management and the acceptance and practice of scientific management. They organize regular lectures, conferences, seminars, and plant visits. This provides facilities for the exchange of information in management practices and experience. Since 1960 Advance Management Programs are being organized almost every year. This program is a joint venture of the All India Management Association, the school of Industrial Management, Massachusetts Institute of Technology, and the Ford Foundation. The seminar brings together selected executives from Indian private and public industry and business. For four or five weeks they meet together to discuss among themselves and with the foreign experts key problems facing

Indian executives, to analyze the ways in which others abroad and in India had faced similar difficulties, and to make individual reassessments of the ways in which their own businesses or agencies were facing new conditions. Prominent business scientists and consultants like Professor Douglas Mc Gregor and Professor Earl Brooks have conducted these programs. These programs of executive development have been described as very successful in broadening the outlook of Indian top management.<sup>6</sup>

This is the background in which the present commerce colleges are to plan their studies and other programs. There can be little doubt but that graduate commerce education of the future will be required to set its course on a higher level of intellectual maturity that will enable students to deal with problems of a complexity heretofore rarely encountered in the classroom. Such problems have become the everyday area of modern executive action and it is in this arena of activity that the student may find his future business assignment. In the meantime, however, the student, as he embarks upon his business career, must have the specific functional preparation that will enable him to fulfill the basic requirements of assignment on the lower level of an enterprise.

The task of the commerce colleges in the years ahead will be to provide the educational foundation that will enable the graduate to function successfully at whatever level he may be placed. This task can be carried out successfully only when an accurate specification, of what, in general, the commerce graduate should be, will have been drawn up. Such a specification, reflecting both the present and future needs of the business community, should be written in the light of objective evidence collected in the work-a-day world of commerce and industry. Such a task need not be conceived in terms of a rigidly defined end-product, but rather the conception might well be such as provides opportunity for pioneering and for trial runs seeking to

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6. N. S. Daver, *Management Training in India* (Bombay: The Progressive Corporation Private Ltd., 1962), p. 51.

uncover the best possible approach to the education of the potential businessman in the fullest sense of the term.

There is still another important problem which is not only particularly in India but almost everywhere in the world today. This is the doubtful status of business education as a science. Therefore, it would be appropriate to concentrate attention on the evolution of Business Science. The first task before business scientists everywhere is to take a broad sweep of the future shape of things, and visualize the form which Business Science is likely to eventually possess. They can try to move towards such a goal. Business Science can, it seems, be composed of Fundamental Business Science, Inter disciplinary Business sciences, and the Science of Business Administration. To begin with, it must have for its foundation a stock of fundamental knowledge of the interrelationships of various business phenomena, their cause-and-effect structure, their relationship to exogenous influences, and the human behaviour relating thereto.

The existing commerce education can perhaps be developed into Fundamental Business Science. This, in its turn, should be able to create new sciences of great value and utility with the active cooperation of some social, behavioral and physical sciences, which may be called Inter-disciplinary Business Sciences. Business Economics, Business Environmentology, Business Sociology (Human Relations) and Business Research Methodology appear to be the obvious cases of such sciences. On the foundation of Fundamental Business Science and with the help of Inter-disciplinary Business Sciences, and the Science of Administration (which is sure to grow in the course of time), the Science of Business can acquire the orthodox form of an applied science. It is in the direction of some such goal of Business Science that business scientists have to move.<sup>7</sup>

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7. A. N. Agrawala, *Business Education in India* (Allahabad : University of Allahabad, 1963), pp. 18-19

### Conclusion

From the above survey, it is obvious that education in commerce starting in a modest way, in 1913, has developed considerably in the short space of fifty years. With the rapid development of India and the prospects of greater industrialization in future, the need for persons with specialized knowledge, will continue to increase. No doubt capital and many other factors are important for the prosperity of India, but in the coming years one factor which will perhaps be of greater importance is the availability of managerial talents and ability.

If democracy in India is to flower business would be institutionalized ; recruitment and promotion are to be concentrated more and more in terms of educational qualifications of varied types. There is urgent need for business education not only in the private sector but much more for the expanding army of government personnel entrusted to operate, guide, regulate, and control the economic facets of the emerging democracy.

The ultimate success of commerce education will depend as much on the educators as on businessmen and the government. What is needed is a firm faith in the fundamental philosophy of commerce education, and in active cooperation of all the three agencies for formulation, administration, and execution of the program.

## CHAPTER III

# Teaching At The Master's Level

In this chapter a series of interlocking questions will be discussed that are at the heart of higher commerce education in India.

The merit of any educational institution depends on the quality of those who teach and learn in it and the test of its administration and organization is how well it facilitates the free communication of mind with mind.

### **Teachers at the Graduate Level**

Nearly 492 persons are engaged in teaching one or more subjects at the 57 post-graduate commerce departments in India today. About 90 per cent of these are regular full-time faculty members. The remainder are employed on a part-time basis. These part-time lecturers are professional men who have specialized in Accounts, Auditing, Banking or Insurance. An idea of the present position can be had from Table 5.

The analysis of promotion structure suggests that the prospects of promotion in the Universities have changed during the last few years, but are less good—at least in terms of reaching the professorial grade. The tradition that a department should have only one professor is outmoded and is not in itself a valid objection to the creation of more posts at that level. Apart from improving promotional prospects, there are positive advantages for teaching and research in a department with more than one professor and reader. The structuring of staffing should be reviewed as a whole and that in such a review both the factors mentioned above should be borne in mind.

### **Educational Background**

In the Indian system the basic requirement to teach at the graduate level is a Master's degree. A Ph. D. or a two or more years of work at the doctoral level is not necessarily required to enter the teaching profession. Perhaps it may be stated that in India the teacher starts relatively younger, with less number of years spent in graduate study, and with little initial training as prospective teachers in the American system do as graduate assistants. However, the rule almost everywhere is that the candidate for the post of lecturer must be a first class or high second class graduate. The survey shows that nearly 66 per cent of the lecturers are first class graduates.

Reader or the associate professor, as he is called in some universities, occupies the intermediate level in the faculty hierarchy. Though there is no rule anywhere that a fresh graduate or a fresh Ph. D. will not be appointed as Reader, the general trend is that only he is appointed as a reader who has put in at least five to ten years of graduate teaching and has done some research. Professor occupies the highest level in the teaching hierarchy. He generally is a first class graduate, has put in ten to fifteen years of graduate teaching, has done considerable research and has published standard work. The survey shows that most of the professors and readers have the required qualifications mentioned above.



The survey indicates that the largest part of the faculty (nearly 75 per cent) is made up of the men who have their Master's degree in Commerce or Economics. During the last few years, there has been some upsurge of interest among the Commerce Departments in acquiring the services of behavioral scientists and statisticians—not necessarily with the idea that they will settle down to teach conventional business courses, but with the hope that they will contribute research findings important to business and indicate ways of enriching the teaching in commerce field with more materials gleaned from the underlying discipline.

About 16 per cent of the full-time teachers in commerce hold an earned doctor's degree. This figure seems to be very disappointing when one compares it with the American Business School Faculty where the figure is about 40 per cent.<sup>1</sup> The following table gives an idea of the highest degree held by faculty in 1963.

Table 7

## HIGHEST DEGREE HELD BY COMMERCE TEACHERS

<i>No. of teachers</i>	<i>No. of Institutions</i>	<i>Total No. of teachers</i>	<i>No. with Ph. D.</i>	<i>Percentage with Ph. D.</i>
3-10	26	180	32	18
11-16	16	210	30	14
17 and more	3	60	10	17
Total	45	450	72	16

Among the forty-five institutions answering this questions, the ratio of faculty members with a Ph. D. degree to the total number of faculty is nearly 16 per cent. Again it is to be noticed that this ratio ranged from 18 per cent for institutions with the smallest faculty (3 to 10) to 14-17 per cent for the institutions with the largest faculty (11 to 17).

With lack of proper library facilities, heavy teaching load, moderately large amount of other work, and a minimum of clerical assistance, it is not surprising that many commerce

1. R. A. Gordon and J. E. Howell, *Higher Education For Business* (New York: Columbia University Press, 1959), p. 343.

teachers are not in a position to do work for their Ph. D. degrees.

Most of the doctorates held by commerce teachers (65 to 75 per cent) are in pure or applied economics. Here is further evidence of the close relationship which has traditionally existed between economics and commerce and of the important role which the Economics Departments have played in training commerce teachers. It also helps to explain some of the resistance to the introduction of materials from behavioral sciences into commerce curriculum.

Some of the institutions have engaged specialists to teach as part-time teachers. They are generally Chartered Accountants, Bank and Insurance Agents, and Lawyers. The part-time teacher has the advantage that he is usually engaged in the practice of the subject upon which he lectures; he has the disadvantage that he is not a trained teacher. While he enriches his teaching with the result of his own business experience, he does not enrich it with the result of wide reading and his own research. Further, the remuneration offered for his services does not provide a sufficient incentive to make it possible to obtain part-time staff of more than a certain experience and seniority.

From the survey it becomes more or less clear that there is no one homogenous group of commerce teachers in India. There are, first, the scholarly inclined specialists who do considerable research and textbook writing, emphasize subject matter rather than skill development in their teaching. Second, there is the managerial oriented group (mostly trained in the United States) which emphasizes subject matter less and managerial problem solving more than the first group. Next, there is a third group, of what one may call the 'textbook teachers'. They are either poorly trained in the first instance or else have failed to keep up with their field. They do no research work, their teaching is descriptive, and they largely follow the latest textbooks.

### **Work Load**

It will be fair to say that teachers of commerce in India

carry heavy work loads. It has been seen that there are variations in the teaching load not only from institution to institution, but also in the same institution. The amount of work load is generally linked up with the teacher's seniority and rank, in the institution. A professor does not have more than eight to ten periods, a reader has ten to fifteen periods, and a lecturer has fifteen to twenty-five periods of work per week. It is also necessary to take note of the number of subjects a teacher is asked to handle. It has been seen that a teacher has often to handle from one to four subjects in different institutions. It is true that often the three or four subjects that are handled by a teacher are interrelated like Mercantile Law, Company Law, and Industrial Law, or Accountancy, Auditing, and Government Accounting, or Trade Union, Personnel Administration, and Human Relations. So long as the subjects belong to the same broad group, the strain perhaps is not so great. All the same, there should be some limitation on the number of subjects that a teacher is expected to handle. Only in four institutions it has been seen that a teacher handles one or two subjects but in the majority of the institutions the average is three to four subjects. Quite often, the number of subjects is increased in order to make up what is considered to be the proper work load that a teacher should carry. This is an altogether wrong approach to the problem of teaching. Too much routine lecturing and too many subjects for a teacher can hardly give him any time to supervise and guide students, to improve his own knowledge, and to develop his subject by constant study and research. Even one subject at the graduate level may be sufficient load. In any case, putting too many subjects upon a teacher is definitely harmful.

The student-teacher ratio is a rough and ready device for conveying the adequacy of staffing. There are particular reasons why an institution of higher learning should be generously staffed. Universities have an obligation to preserve and advance knowledge and to serve the intellectual needs of the nation and the world. University teachers must keep abreast of new development in their fields and need time for

reflection and personal study. Many also want to make their own contribution to such development and this desire must not be frustrated. Again, it is the duty of the University to foster the study of new subjects and to insure that subjects that are important but that do not attract good number of students are adequately studied. The ratio of teacher to students in the University thus needs to be more favourable than the ratio in other institutions that do not have in the same measure the duty to preserve and advance knowledge.<sup>2</sup>

The present position is not satisfactory in India and can be realized from the following table.

**Table 8**

**RATIO OF STUDENTS PER TEACHER**

<i>No. of Students</i>	<i>No. of Institutions</i>
up to 10	6
11 - 20	9
21 - 30	25
31 - 40	3
41 and above	2

The ratio that has been reported by a majority of responding institutions is 1 : 22. It is a common experience that too many students per teacher in a class makes it difficult for him to give attention to individual students. Again a greater student participation in discussion, which is essential for proper training is rendered impossible by having too many students in a class. The class size also shows wide variation at different institutions as can be noticed in Table 9.

The average strength of a class both at the previous and final years comes to nearly fifty students.

**Table 9**

**SIZE OF CLASS AT THE GRADUATE LEVEL**

<i>No. of Students in a Class</i>	<i>No. of Institutions</i>
up to 20	3
21 - 30	7
31 - 40	9
41 - 50	13
51 - 100	8
100 or above	5

2. Government of Great Britain, *Report of the Committee on Higher Education in Great Britain* (London: Her Majesty's Stationery Office, 1963), p. 170.

### Salary and Working Conditions

The salaries paid to the Indian teachers are poor. They are neither related to the job they do, the status they have to maintain, nor the cost of living. Again the pay scale varies from State to State and among the University Colleges and affiliated colleges. The survey indicates that at present there are at least three prevailing salary scales for the teachers. In the Universities financed by the Central and some State Governments the following scale is following :

Professor	Rs 1,000 - Rs 1,500 per month
Reader	Rs 700 - Rs 1,100 .. ..
Lecturer	Rs 400 - Rs 850 .. ..

In most of the Universities financed by the State Governments the following scale is in operation :

Professor	Rs 850 - Rs 1,250 per month
Reader	Rs 500 - Rs 1,000 .. ..
Lecturer	Rs 250 - Rs 700 .. ..

In the affiliated colleges which are partly financed by the Governments the scale is :

Professor	Rs 400 - Rs 1,000 per month
Reader	Rs 300 - Rs 800 .. ..
Lecturer	Rs 200 - Rs 500 .. ..

There is substance in the assertion that in some of these institutions, teachers receive higher salary than their colleagues elsewhere and that there is also a higher proportion of senior posts at those places where the scales are better. Such disparity between the income and prospects of persons doing similar work in different institutions, which all in one form or another are in receipt of public funds, is unjust and its effect is harmful.

Conditions of service involve much more than matter of salary. Major factors in attracting the able persons to teaching are the prospects of rapid promotion to the post of responsibility, academic freedom, good facilities and enough money for research, availability of technical and secretarial help, and generous allowance of sabbatical leave at regular intervals.

Theoretically at least, the conditions of work and other facilities are supposed to be the same for all classes of teachers in an institution but in practice, it is not. There is a big gap in the conditions of work when we compare the facilities available to a professor or a reader and a lecturer. Life and conditions differ from level to level. The problems are not the same everywhere. A professor enjoys the maximum security of tenure and status. Besides high salary, other sources of income are often open to him. In the institution he has an important voice in deciding who should get what and when. Generally he has complete freedom in deciding what and how much he is going to teach. He has better facilities and chances for research. Though facilities for research are highly limited, whatever they are, they are for him.

If one is to compare this with the lot of a lecturer the picture will become very depressing. The lecturer in particular has no freedom in arranging his work and in following his own bent. He has to teach a diversity of subjects. The load of work is often heavy. He has no facilities for research and personal development. He has insecurity of tenure, low status and lower salary.

It will not be unfair to say that many commerce teachers have been suffering from a creeping intellectual obsolescence, although some individuals can be cited as notable exceptions. This obsolescence shows up in many ways—poor teaching that emphasizes descriptive details, the absence of a stimulating intellectual atmosphere, the small volume of significant research, lack of familiarity with the latest analytical tools, a too narrow specialized approach to subject matter, no contact with the business world, and so on. More often the trouble lies in other directions, such as poor graduate training, the enervating influence of poor students, failure to keep abreast of new developments for a number of reasons (including heavy teaching load and low salary) and a preoccupation with teaching students what is immediately useful.

### **Students at the Master's Level**

In higher education both partners to the enterprise of learning

are adult and both are where they are by choice. Although responsibility for success in any joint enterprise must always rest more heavily on the senior partner, the responsibility is not his alone. A passive student is a contradiction in term ; and if it is true that a good teacher makes good students, it is also true that good students make good teachers. Higher education should attract, and in some measures create, students who will make demands upon their teachers and teachers who can both satisfy those demands and stimulate further curiosity and intellectual energy.

There are today nearly 6,000 students who are reading in the fifty-seven institutions for Master's degree in Commerce. The number has been on the increase since the last ten years and it is estimated that by 1970 the number will go up to 8,000.

Unfortunately, there is very little published materials on student body in general and the commerce students in particular. The University Education Commission (1949) and the Special Committee for Commerce Education (1961) also did not go much deeper in this respect. There is only one survey which gives an analysis of the human materials seeking admission to commerce departments. This survey was conducted by Allahabad University in 1958. Before giving an analysis of the quality of graduate students in commerce departments, it will be better to give a description of the admission procedure and other related matters concerning the student body.

### Admission

Students who seek admission to Master's courses in Commerce fall in only one group with respect to their educational backgrounds and previous training. They must have passed the Bachelor examination in Commerce. However, in some universities, (Bombay, Madras, Delhi and Andhra) where there is provision for Master's courses in Business Administration and in the two Management Institutes recently started at Calcutta and Ahmadabad, the educational background requirements for admission are somewhat different. They

admit students of nearly all educational backgrounds—arts graduates, science graduate, and commerce graduates. The University at Delhi requires some work experience, too.

The official statements regarding the merit of candidates for admission are almost everywhere the same : in order to be admitted to the M. Com. course students must have obtained honors or at least second class at the B. Com. examination. One university admits even those students who have received even third class if the department concerned so recommends. Those institutions which spell out the meaning of second class in terms of marks state that it means a minimum total average of 45 per cent.

Some of the Deans felt that the rigid application of definitely stated rules of admission may not be fair in particular cases, for example, when the deficiency is small or is in a relatively unimportant subject, or if there is good evidence of the student's 'high ability', and that it is better to leave considerable discretion to the Dean or the Head of the department.

A few of the Deans have stated that they consider that a University exists for creating and disseminating knowledge, and it would be slightly incongruous for it to refuse admission to students. Moreover, a university as a social institution must meet the need of society for expanding education as best it can, even if it means a depression in academic standards for the time being. Refusal to admit on the basis of division will not perhaps be tolerated by the society which is sure to express its resentment through criticism in press and otherwise and even through legislators and government and which is also likely to result in pressure being brought to bear on those responsible for admission decisions.

One cannot avoid the impression from the examination of the records as well as from the sentiments expressed by the Deans and Heads that too often unsuitable or borderline students are admitted because of the desire of the departments to have many graduate students under their direction or because the efforts of an institution to build up a large graduate department.



An examination of the changes in regulations and practices over the years appear to reveal two general tendencies in most of the universities : an increasing use of formal interview of some kind of test before admission, and the giving of greater authority to the Head of the department in borderline cases or cases of formal deficiency. It is true that the Heads can only recommend but in practice their recommendations are almost always ratified by the university.

### **Characteristics of Commerce Students**

As has been stated earlier there is little or no published data to compare the characteristics of commerce students with other Indian students. There has been no study indicating students' ability by field of study. Whatever characteristics are being mentioned here are based on : The Allahabad Report,<sup>3</sup> Report on the Evaluation in Higher Education,<sup>4</sup> and statements received from the Deans and Heads of the Commerce Departments of Indian Universities.

#### *Ability*

The students in the commerce courses are of lower ability than those who go for graduate studies into liberal arts, sciences, and technology. This fact is emphasized by the records of admission in most of the commerce colleges. The students admitted in 1962 (Allahabad, Banaras, Patna, Bhagalpur, and Calcutta) had the following academic records at their B. Com. examination : only 4 per cent had first class marks (60 per cent or more), 52 per cent had second class marks (from 45 to 59 per cent), and the rest, 44 per cent, had third class marks (from 35 to 44 per cent). It is surprising that even in the United States the same view is held about business students which is based on published data of

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3. A. N. Agrawala, *An Enquiry into the Nature of Students Seeking Admission to Allahabad University* (Allahabad : University of Allahabad, 1958), pp. 18-47.

4. University Grants Commission, *Report on Evaluation in Higher Education* (New Delhi : University Grants Commission, 1961), p. 163.

various kinds.<sup>5</sup> However, opinion has been expressed by some Deans that the intellectual quality and academic seriousness of commerce students in India are improving and they are 'catching up' or have gone even ahead of some groups in the liberal arts colleges.

### *Motivation*

There is comparatively very little known about the interests, motivation and learning capacities of commerce students as also of other categories of students in general arts and sciences. It is evident from a few reports that most of the students think of their college experience in terms of finding a good job and advancing their subsequent careers. A few of the Deans report that though the picture is not very clear, still it can be assumed that some students quite positively want and are seeking what they consider to be a career in business. They want to be businessmen and they want the business degree because they believe it will help them achieve their primary goals. They usually are highly motivated. According to them there is also a second category. There are students who are in the commerce department by default. They either could not find anything else that appealed to them, or they expected commerce to require less work than in any other field. They have no career aspiration. There is still a third category who have no definite plans about their future and do not know what they would do after they have finished. Most of them are there simply because they cannot think of anything else to do. They have no other way of passing the time while they look for a job.

It is not only true to the commerce students, but to the students in general at the graduate level that most of them do not make full use of what the university has to offer them. There is a marked tendency in Indian students to depend too

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5. Wolfe Dael, *The Report of the Commission on Human Resources and Advanced Training in America's Resources* (New York: Harper and Brothers, 1954), p. 119.

much on the teachers. They seldom take any initiative. This attitude of too much dependence leads to another noticeable defect, i.e. the very slow rate of progress of work in the class. In the British and American Universities, the rate of progress of work in a class is ever so much faster than in an Indian University with the incredible result that they are able to cover a much larger ground in the same period of time and the content of their syllabus are also fuller and richer.

### *Social Background*

There is a substantial body of evidence to confirm the general impression that there is a strong positive correlation between family social standing and going to college for graduate study. But the democratization of higher education is proceeding apace ; and a steadily increasing percentage of children from poor families, in which the parents did not have a college education, are going to college.\*

It appears that two-thirds of the commerce students are coming from the urban areas and their parents are either in business or in a liberal profession. Only one-third of the students come from the rural areas where parents are attached to agriculture. Students from the business communities are somewhat better and are distinctly superior to students coming from the rural background. Students of agriculture origin find analytical studies so far removed from their home environment that they cannot make very good progress.

### **Formal Courses**

In most of the universities (nearly 85 per cent), a student has to take four subjects at the M. Com. previous class and the rest of the four courses at the final year. The courses which are offered at the previous year are mostly compulsory. There is provision in most of the universities for specialization in a particular group in the final year.

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8. Planning Commission, Evaluation Report on the Second Five Year Plan (New Delhi : Government of India, 1961), p. 89.

On a careful examination of the subjects offered at the previous year it becomes clear that the subjects do reflect the aims of the institutions. Institutions which still believe that commerce is nothing but applied economics do have the following courses :

1. Applied Economics
2. Modern Economic Development
3. Economics and Business Statistics
4. Business Administration.

On the other extreme there are institutions mostly influenced by the American business schools which offer the undernoted courses :

1. Economics of Enterprise
2. Business Administration
3. Company Law and Industrial Law
4. Marketing and Distribution.

There are still some institutions which though are influenced by the modern trend of business schools in foreign countries, but still who cannot completely disassociate themselves from the influence of the economics department. In fact most of these are the outcome of the department of economics. They have the following courses in the previous year :

1. Applied Economics
2. Organisation of Industries
3. Business Administration
4. Corporation Finance.

At the M. Com. final stage nearly 25 per cent of the universities ask the students to specialize in a particular group consisting of four papers. The usual areas of specialization are : accountancy, banking, statistics, trade and transport, rural economics and cooperation, personnel administration, etc. There are only four universities where there is arrangement for Practical Training at the Master's level. In almost every university there is compulsory viva voce examination.

In more than 65 per cent of the universities, students are asked to specialize at least in two areas. Still in a relatively few number of universities the students are asked to take any

four subjects from a large number of offerings. There is not much stress on specialization in these universities.

Accountancy seems to be most popular group for specialization. Banking comes next in order of choice followed by Trade and Transport.

Although in their objectives, most of the colleges do profess that they are aiming at turning out students for careers in business, a look at the courses offered by them does not verify the truth. Apart from other weakness in the curriculum an outstanding shortcoming is the complete absence of the teaching of behavioral sciences at any stage of university education in commerce. To be successful today, a manager must be able to perceive the individual and group needs of his subordinate and have the skills to manipulate various organizational functions such as selection, placement, assignment of duties, delegating of authority, rewards, punishments, etc., so that individual and group needs will be met in the process of meeting primary organizational objectives. The skill of working with people will become even more important as a greater portion of managerial planning activity is performed on a group basis. A course or two on behavioral science is even more important for its professional implications than for its general educational significance.

A look at the course contents of these subjects makes one believe that everywhere there is an overload of abstract theories and principles. Again, old matters of historical importance have not been weeded out and currently usable materials have not been introduced. The specialization is not deeply pursued and broadly considered. The existing curricula contain, on the whole, a far greater degree of factual and descriptive details, requiring students' power of memory, than is necessary for the training of a decision maker in business life.

### **Formal Instructions**

Every student admitted to the graduate course in commerce is required to pursue for a period of two academic years the regular course of lectures and tutorial. A student is deemed

to have pursued a regular course of study in a subject during each year provided that he has attended at least 75 per cent of the classes actually held in each subject. In more than 75 per cent of the institutions there is a regulation that in every subject at least 100 lectures must be delivered in one academic year.

There are only four universities in India where there is provision for Practical Training for a period of six months. In the three universities (Patna, Delhi and Banaras) Practical Training can be taken in lieu of the two optional papers which a student has to take in his final year. At Bhagalpur Practical Training is compulsory for all M. Com. students. Under this scheme of Practical Training the students are sent into an office connected with industry, trade or finance. The list of such offices is approved by the Academic Council of the University. During the training, which commences after the student has completed his other course work, a student has to work in the office just like a regular employee of the office. However, the scheme of training is worked out jointly by the person in charge of the office and the Head of the Commerce Department. Every student keeps a regular diary of the work done and after the training is over he prepares a report based on the experiences gained while at work. This report is evaluated by two examiners. The examiners also take into consideration the reports submitted by the training-in-charge on the activities of the students while they were in training.

There is no committee system in India to guide each individual student. The result is that the instructional requirements of individual students are not worked out by the department in the light of his background and special needs.

Most of the Deans feel that the American system of committee for each graduate student should be introduced in India. Some of the teachers realize that there is too much formalized classroom instruction. They are of the opinion that organized classroom instruction is not appropriate for graduate work. The graduate students should be thrown on their own resources and made to develop a capacity for independent work.

In most of the institutions the emphasis is on description, routine drill, and memory work. Some amount of analysis—involving a search for significant generalization and the development and application of analytical tools—does enter into some courses particularly at better schools. A few institutions have started clinical teaching that emphasizes problem-solving situations. It will be correct to say that up until now analytical and managerial-clinical emphasis have not been given to the courses by most of the institutions. Greater emphasis on an analytical approach means giving students a command of useful analytical tools, seeking out significant generalization, and in general developing in students the kind of sophisticated understanding of the relevant underlying relationships that will enable them to cope with correct problem-solving situations.<sup>7</sup> According to the information received from the two management institutes at Calcutta and Ahmadabad, it seems that there will be less stress on description, more stress on analytical contents, and a greater stress on a managerial point of view and more extensive use of cases.

It will be safe to say that there is too much reliance on textbooks. Library assignments are not extensive and cases are rarely used.

### Teaching Methods

Methods of instruction at the graduate level vary from the large lecture, in which one teacher may address even more than a hundred students, to the old system of tutorials in which teaching is a dialogue between one teacher and one student based on the student's written work. Between these come other discussion periods of various kinds—seminars, small lectures, case study, and syndicate system. Although the distinction is breaking down, the tutorial system has been traditionally associated with the older universities and the lectures and the other methods with the newer universities. In some universities, apart from organized teaching, there is

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7. Gordon and Howell, *op. cit.*, p. 360.

a good deal of informal contacts and discussions. The following two tables will show, in terms of average weekly hours in 1963, the type of organized teaching that students received in two types of institutions—Calcutta (a university still following the traditional system) and Andhra (a university following the new system).

**Table 10**

**AVERAGE HOURS OF TEACHING PER WEEK AT CALCUTTA**

<i>Lecture</i>	<i>Tutorials</i>	<i>Total</i>
12	4	16

**Table 11**

**AVERAGE HOURS OF TEACHING PER WEEK AT ANDHRA**

<i>Lecture</i>	<i>Seminar</i>	<i>Case Study</i>	<i>Syndicate</i>	<i>Total</i>
8	4	2	2	16

Of the forty-five institutions sending information on teaching methods, five followed only one method (lecture), twelve followed two methods (lectures and tutorials), twenty-five followed three methods (lecture, tutorials and seminar), and the remaining three followed four methods (lecture, seminar, case study and syndicate system).

From almost every quarter (university teachers, past students, businessmen and industrialists) extensive complaints concerning methods of instructions at the graduate level for commerce studies have been received. The substance of these complaints has been nearly always the same; undue reliance on lectures, often delivered with too little consideration of the needs and capacities of audience, absence of practical bias, and insufficient personal contact with students and teachers. The remedy generally demanded is the adoption of more tutorial system, seminar, case study, and practical work, etc., though what exactly are meant by these are not clearly defined by those who desire them.

Though no attempt is being made to deal with the various teaching methods in great detail, a critical study of the various systems will be made.



student. The student discovers how to analyze, judge, and evaluate, while the tutor leads and criticises as the student tries his own wings and pursues his intellectual flights. It leads to constant practice and adequate training in the art of communication, both oral and written. Properly guided discussion and help in the orderly and lucid presentation of their work balances lectures in which the subject is presented magisterially. Tutorials as a teaching device is employed as supplementary and subordinate to the lectures.

Tutorial properly conducted is an arduous task on both sides. The student has to take a very active part. Again it is costly and extremely wasteful of the teacher's time if it involves a great deal of repetition of materials which all students of a subject have to learn to handle. It was invented as a means of educating a small elite reading for honors schools in England<sup>8</sup> As a method of educating large numbers of students it is impracticable. It has been noticed by many that the tutorial system sometimes degenerates into an attempt to 'spoon feed'. This is a travesty—tutorial at its worst—is really harmful to the education of the pupil

### Seminar

The term seminar is sometimes confused with or used interchangeably with the tutorial, but there is a distinction. In the tutorial there is a relationship in which a master is developing a novice, while in seminar a group with mature minds working in one subject engage in a joint discussion. The technique involves the launching of theses of a penetrating and provocative character upon which all members of a group have opportunity to express themselves freely around a table. The objectives are to stimulate discussion, clarify issues, and arrive at the truth through cooperative approach.

Very often it happens that teachers do not take measures to create life in seminar. The teacher is to guide students to discuss in a planned way. Again much of the utility of the seminar is lost if a mixture of weak and strong students come

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<sup>8</sup> Government of Great Britain, *op. cit.*, p. 187.

to the teacher together for the instruction. Much useful purpose can be served if the students are graded, classified, and divided into small groups on a scientific basis.

### Syndicate System

This method in India was first of all adopted in the Administrative Staff College at Hyderabad. This college, in fact, was established on the pattern of the Administrative Staff College at Henley-on-Thames where this system of syndicate method of teaching has been developed. The system is now being increasingly followed by some of the institutions.

The emphasis in this system is on the development of the member's personality and on making him more adept in handling tools and procedure which an executive often comes across in day-to-day work. The members improve their skill in group thinking and decision making ; their capacity of self-expression is enlarged, negative elements in their conception of themselves are revealed ; they acquire a better understanding of people and having done so, acquire greater ability to utilize other people's ideas and efforts ; and they get a better conception of their own selves and an augmented sense of support from others.<sup>9</sup>

Its objects are essentially long term. It is intended to give the members a fresh awareness of the significance of their present study and a better understanding of the scope and nature of administrative process. It further gives them an opportunity to acquire skills in reaching decisions, as they have to be reached in actual life, under pressure of time and often on data which is insufficient.

The procedure of work is simple. The class is divided into various groups called syndicates. The membership of each group is so selected that each syndicate represents a cross-section of the students and has a well-balanced mixture of the different specializations as if in large scale organization,

9. R. L. Gupta, *A Survey of the Role Played by Administrative Staff College in Task of Executive Development* (Hyderabad : Administrative Staff College, 1962), p. 3.

such as, production, marketing, personnel, finance, and accounts, etc.

The class for each problem or case meets three times a week. At the first meeting there is a class discussion of the text material which has been assigned during the previous week. The second meeting sees the class divided into conference groups, each dealing with the same problem. At the third meeting all reports by the conference chairmen are given before the entire class and the topic is summarized.

The basic textbook, supplemented by other references give a measure of organization and continuity to the course. At the first class meeting of the week, important points made in the reading are amplified and discussed. At the second meeting when the conference is formed, the chairman leads the discussion and tries to obtain agreement on a solution incorporating the best thinking of the group. It is this summary and solution which the chairman brings to the third class meeting.

By organizing the students into small groups the active participation of each individual is insured. The student who is working in a very small group is forced into taking a much more active part in the group activity. He is forced to defend his own points of view and the very process of explaining and defending his proposal leads to clarification of his own thinking. Moreover, the give and take of a group discussion, develops a more balanced understanding of the many and varied aspects of a single problem. Skill in working together as a group is a valuable business training in itself, for a large and increasing number of business decisions depend to a large extent upon group thinking.

The system does, however, have limitations, especially if it is rigidly kept to a specified time table. The reporting chairman must have sufficient time to report and the group must be given time to justify their decision. On the other hand the class must have proper time for appraisal of these reports. This can perhaps be done in a better way if the third meeting is a long session.

### Case Method

The case method will always be associated—and rightly so—with the name of the Harvard Graduate School of Business Administration, for it was there that the method evolved. This association of the case method with the H.B.S. is not merely of historical interest, but of real importance to a clear understanding of the method itself. For this reason it may be useful to discuss what might be called the 'Harvard Philosophy'.

The stated aim of H.B.S. is to provide an education which will help men to become effective and responsible administrators. It seeks not so much to 'teach' in the sense of imparting knowledge to students, but rather to develop those qualities which seem to lead to success in administrative posts. The successful businessman is regarded as one who approaches new problems with imagination, who exercises intelligent and mature judgement in making decisions, and who is a responsible citizen in his business and in the community. The school believes that for the most part, administrators are not born, they are made by an arduous educational process through either personal experience or formal educational programs. This school attempts to combine both by subjecting its students to a variety of vicarious experiences through the use of concrete case situations and by giving them an opportunity to analyze these situations under professional guidance. This is the philosophy behind the case method.<sup>10</sup>

As far back as in 1940 Charles L. Gragg defended the case method as follows :<sup>11</sup>

The case plan of instruction may be described as democratic in distinction to the telling method, which is in effect dictatorial or patriarchal. With the case method, all members of the academic group—teachers and students, are in possession of the same basic

10. N. C. Hunt, *University Education For Business in U. S. A.* (Edinburgh : European Productivity Agency, 1960), p. 37.

11. C. L. Gragg, "Because Wisdom Cannot be Told", *Harvard Alumni Bulletin*, October 19, 1940.

materials in the light of which analyses are to be made and the decisions arrived at. Each has an identical opportunity to make a contribution to the body of principles governing business practice and policy.

Thus the important thing in business education at H. B. S. is not the accumulation of facts and figures about the business world and its way of doing things, but rather experience in the art of taking decision within the various fields of activities in which the businessman normally engages. This kind of educational program is not so much a learning process as a maturing process. The Harvard man argues that there are very few rules or principles which can be generally applied in business situations for there are no 'typical' situations. The successful businessman cannot simply copy what has gone before, precedents are of little value to him, if he is to succeed he must develop new ideas and new methods. Thus it becomes important to train men in the methods of approaching and handling business situations rather than to try to provide answers and principles in the hope that they will be suitable for general application. During his two years stay a student puts himself in the shoes of business executives something like a thousand times. Harvard seeks to produce by this method of study "not students of business nor specialists who know about business but men able to work in business and capable of developing into responsible executives".<sup>12</sup>

'Cases' are descriptions of actual business problems which are secured by the staff from actual business concerns. They are the normal day-to-day operating problems in which some businessmen had to make decisions. As far as possible students are provided with the same information that was available to the business executives who had to make the decision in the case. These data are made available to students in the form of mimeographed sheets ranging from two to twenty pages. These are usually distributed at the

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12. M. T. Copeland, *And Mark An Era : The Story of the Harvard Business School* ( Boston : Little, Brown and Company, 1958), pp. 254 - 272.

beginning of the term and the students are told at least a week in advance which cases are going to be discussed at which class meeting. Thus the students are enabled to go to work on the problems before the actual class comes around, and to discuss them informally in their rooms, in the common rooms, and in the dining halls. In the classroom, the discussion is led by the instructor, whose main purpose is to stimulate the students and take charge of the discussion rather than teach, to see that every student participates in the work of the class, and, where necessary, to challenge a student's contention so that he has to produce acceptable evidence and logical arguments to prove his case.

The advantages claimed for the case method are that it enables students to develop power to see the problem clearly and to define it, then to analyze it and to select those factors which are important. From these the students develop the imaginative ability which is necessary to put the basic facts and their own ideas together so as to give alternative solutions. Having developed the alternatives they gain experience in judging them and making a decision. Then their decisions are tested against the minds of other members of the class and of the instructor. Throughout this process students develop the skill of oral and written communication.

Whether or not the case method is a satisfactory method of acquiring knowledge is a debatable point. The basic criticism of the case method is that it makes very little provision for using systematized knowledge and analytical technique in reaching decisions, and therefore, the decisions made may not be knowledgeable and sound. It can be claimed that by generating a student's interest it will send him away to sources whence he can fill up the gaps in his knowledge which have become so evident in case discussion. With the better type of student, one is sure, this does happen but many have realized bad decisions taken in case studies would never have been taken had the students had an adequate idea and knowledge of economics or social psychology. It will be

positively dangerous to develop confidence in student's power of decision-making if that confidence is not supported by adequate knowledge.

The claim that it is anchored in real-life experience is true to only a qualified degree. A written case is inevitably oversimplified and incomplete. The area of the problem is necessarily limited to an extent that would not be true of actual business. A lot of spade work has been done already by the case writer who has assembled the materials, whereas in business the executive has to decide what information to collect and set about getting it. (The 'incident-method', a variation of the case method developed by Professor Pigors of M. I. T. is an attempt to overcome this. In this method only a brief outline is given of the case and the students must decide what further information they require and extract it from the instructor who is in full possession of the facts). Again, under the case method it is impossible to put the decision into effect, follow it up and control the subsequent developments as one would probably do in practice.

The case method, therefore, has not superseded good teaching, stimulating lecturing, and tutorials and diligent reading. In combination with these, however, it can make a valuable contribution to the development of the student's power of analytical thinking, problem solving, and oral and written expression. As such it has an important place in the overall pattern of business teaching.

### **Library**

The library is the heart of all the University's work, directly so, as regards its research work, and indirectly so as regards its educational work, which derives its life from research work.

The following three tables will give an idea of the libraries in the institutions for higher studies of commerce in India.

**Table 12**

**NUMBER OF BOOKS POSSESSED BY FORTY-TWO  
COMMERCE LIBRARIES**

<i>Total No. of Books</i>	<i>No. of Institutions</i>
under 2,000	4
2,000 - 3,000	8
3,000 - 5,000	8
5,000 - 8,000	10
8,000 - 10,000	8
10,000 and above	4

**Table 13**

**SUBJECT-WISE DISTRIBUTION OF BOOKS IN A COMMERCE  
LIBRARY OF FIFTEEN YEARS' STANDING**

<i>Subject</i>	<i>Total No. of Books</i>	<i>Percentage of Total</i>
1. Economics	2,000	25
2. Business organization	1,680	21
3. Accountancy	1,280	16
4. Finance	800	10
5. Law	480	6
6. Marketing	400	5
7. Labor	320	4
8. Trade and Transport	320	4
9. Insurance	240	3
10. Statistics	160	2
11. Behavioral Science	80	1
12. Others	240	3
Total	8,000	100

**Table 14**

**INDIAN AND FOREIGN JOURNALS SUBSCRIBED  
BY COMMERCE LIBRARIES**

<i>No. of Indian Journals</i>	<i>No. of Institutions</i>	<i>No. of Foreign Journals</i>	<i>No. of Institutions</i>
5 - 8	10	Less than 3	2
9 - 12	11	3 - 5	15
13 - 15	10	6 - 8	13
16 - 20	10	9 - 12	10
20 and above	4	13 and above	5





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d that their libraries have on an average of 4,000 to 7,000 books. The predominance of books in the Economics Section indicates two forces at work: most of the courses directly or indirectly are influenced by Economics and new courses in behavioral science or non-economics courses are not being started rapidly. On an average most of the journals issued in India in the field of economics and commerce are being subscribed by nearly 50 per cent of the libraries. Among the foreign journals, *Harvard Business Review*, *International Labour Review*, *American Economic Review*, and *Economica* are being subscribed by nearly 60 per cent of the institutions.

It can be said without any doubt that in most of the institutions the annual grants for books and journals are very limited. The annual grant varies from Rs 1,500 to Rs 6,000 from institution to institution. If one takes an all Indian average the amount will hardly come to Rs 20 per student reading at a Commerce Graduate College. This average will come down to even less than Rs 10 per student if one includes the undergraduate commerce students who are also using most of these libraries. This figure seems very depressing when one compares it with the American Business School figure where the average varies from Rs 60 to Rs 80 per graduate student. The money spent on journals will hardly come to Rs 2 per student. It has not been sufficiently realized that for advanced work, periodicals and journals are more important than the books.

While at a few institutions, the libraries are well-stocked, grants for their upkeep are more or less reasonable, arrangements for lending books to teachers and students are efficient, and the reading room space is reasonably adequate, it is distressing to find that in most institutions the library facilities are very poor indeed. Not only is the provision for keeping the library up-to-date very inadequate but in most of the libraries no attempt is made to weed out old and obsolete books or old editions and replace them with new editions of the same books. Journals are subscribed at different times and then discontinued, with the result that most of the sets

remain incomplete. A normal feature in most of the libraries is that on account of foreign exchange difficulties recent important books and journals are not available in them.

Most of the libraries are not well organized and well staffed. Sufficient attention has not yet been paid to the reference services. Very few libraries have open access. In many Universities, the libraries are open only from 10 A.M. to 4 P.M. *This is obviously wrong as the library should not close as soon as the lectures end. It is precisely after the lecture hours that the students and teachers have time to go and read in the library.*

### Examinations

The examinations are a powerful force in determining what is learned and what is taught. They influence student's methods of study and even student's attitudes towards education. They also influence the faculty methods of teaching and their views about education.

In almost every University the examination for the degree of Master of Commerce consists of two parts : M. Com. previous examination (held at the end of the first year) and M. Com. Final Examination (held at the end of the second year). Candidates are examined in four papers at each examination. Each paper carries 100 marks. For both the previous and final examinations, the candidate must obtain a passing grade of at least 36 per cent of aggregate marks. The marks of the two examinations are counted together for a place on the pass list of the final examination. Successful candidates obtaining 60 per cent or more are placed in the *First Division*, those obtaining less than 60 per cent but not less than 45 per cent (at some places it is 48 per cent) in the *Second Division*, and all other successful candidates obtaining less than 45 per cent, but not less than 36 per cent, in the *Third Division*.

All these examinations are essay type examinations and no credit is given anywhere for class work.

A special feature of the examination system at the Indian Universities is that the paper setters and valuers are not

necessarily the same persons who have taught the students. In most of the Universities (nearly 80 per cent) 60-75 per cent of the papers are set and valued by experts who are working in other institutions. Again in some Universities (Delhi, Patna, Bhagalpur, Punjab, and Utkal), the papers are valued by two independent examiners and the average of the two marks is taken to be the final mark. If the difference in the percentage of marks between the two examiners is 20 per cent or more, the paper is examined by a third examiner or a Board and the marks given by the third examiner or the Board are final.

In most of the Universities there is a compulsory viva voce examination. Every student is examined by two examiners (one internal and the other external). In order to pass the M. Com. Examination, a candidate must pass this viva voce examination. In this oral examination the candidate's general knowledge of his major discipline is tested in a comprehensive way.

In a few Universities (Bombay, Poona, and Gujarat) the M. Com. Degree can be obtained by a thesis. Every candidate has to submit along with his thesis, a certificate signed by the teacher under whom he has worked stating that there is a *prima facie* case for the consideration of the thesis. Such certificate is regarded as satisfying the University that the candidate has done sufficient work to enable him to appear at the examination.

The thesis is referred for examination and report to not more than three and not less than two examiners, one of the referees always being the guiding teacher. The referees make their reports after valuing the thesis. If the reports are favorable a viva voce examination is held to test the candidate's knowledge of the subject matter of the thesis.

The University Education Commission appointed by the Government of India in 1948 to report on the problems and needs of university education in India have stated as their viewpoint that if they had to suggest one single reform in university education, it would be that of examination.<sup>13</sup>

13. Government of India, *The Report of the University Education Commission* (Simla : Government of India, 1949), 2. p. 328.

The present examination system has been constructed in a particular pattern which has not changed for many decades. It is a legacy of the pre-independence days when the best preparation for the sons of the middle class, who filled the Universities in those days, was to learn a few -skills of communication and a few essential facts. The emphasis on the essay-type examination provided to the students a training to write good reports or do some clerical job when they became public servants in later life. The question of training students in social skills and helping them form desirable social and political attitudes received little or no attempt.

In the present-day examination system a student is almost solely judged in terms of a single performance at the final examination which is usually a feat of memory rather than an index of a student's ability to think and to apply the knowledge gained to actual problems of living. The fact that the student merely collects a body of facts at the University which he soon forgets after passing the examination, and learning of fact is more an exercise of his faculty of memory rather than a training of his mind, is borne out by the poor scholastic achievements of an average graduate of an Indian University. Frequent and insistent demands on the parts of students for a gap between the papers in the examination schedule is clearly indicative of the fact that the students mug up on the eve of examination and are eager to have it 'off their chests' as quickly as possible.

Undue emphasis on and the nature of final examination makes students neglect their work throughout the year and enables them to cram in the last few months enough information somehow to get through the final examination. Since, during the major part of the year, the energies of the students are not fully utilized, they seek an outlet in various kinds of activities, some of which are in 'non-intellectual' pursuits. The system of only one examination also encourages a habit of intermittent work so that many of the students become incapable of steady and strenuous efforts over long periods. What is even worse, an undue emphasis on the final

examination may and at times does encourage a tendency for adopting unfair means as a short cut to success.<sup>14</sup>

This point about the neglect of study becomes all the more clear from the following statement of Dr. B. S. Bloom, of the Chicago University, who was invited to India for suggestions for improving the system of evaluation of students :<sup>15</sup>

Perhaps the most important thing I wished to learn was the amount of study students do during the regular year and the amount and kind of preparation they make for the examination. On the basis of interviews with the graduate students, I gained the impression that during the year the typical student spends less than an hour a day on study outside the class attendance. Students do not see much need for additional study time during the regular year since the major emphasis is on getting good notes from the teachers and checking these notes against a standard textbook. The students are also convinced that they will be held for a memorized version of the subject and that the attempt to learn this material too early is wasted since it cannot be retained until examination time. There were, of course, exceptions to this but these formed a relative small minority—perhaps as high as 10 per cent.

In the United States and Canada, where the system of examination is objective and purposeful, the student is expected to devote (and they generally do) two or three hours of study for each hour of class work. The day-to-day, weekly and monthly reading and assignments, regular term papers, problems to be solved, materials to be mastered, and participating meaningfully in discussion are such that the student has difficulty if he does not put in 30 or more hours of work study each week.

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14. Humayun Kabir, *Students Indiscipline* (New Delhi : Government of India, 1955), p. 5.

15. University Grants Commission, *op. cit.*, p. 11.

The taking of an examination is viewed as a dreaded experience, with great anxiety and emotional tension being developed by the majority of the students. Luck and chance are regarded as powerful factors in determining the questions asked and marks awarded. Part of this arises from the fact that the examination is the sole basis for assigning marks and all rest on the single examination performance. Part of this anxiety stems from the lack of experience with examinations as a regular and important part of their learning activities. Part arises also from their feeling that they never know exactly where they stand—or what their level of competence or mastery is at various times during the program of study. Modern learning theory stresses the need for evidence of progress being available to the students as a basis for motivation and as a basis for the students to take appropriate steps to maintain or improve mastery.

Another depressing aspect of the existing examination system is that it permanently labels students as superior, average or inferior on the basis of a single performance. It hardly provides any incentive to students to improve themselves.

Studies of reliability and objectivity of examination by Hartog in England,<sup>16</sup> Monroe Walters in the United States,<sup>17</sup> and Ullah Salamut in India<sup>18</sup> have raised considerable doubts about the accuracy of this pattern of examination. It is evident that the research literature and technical development in examining elsewhere in the world have not as yet been related to the examinations in India.

Although the number of graduate students in commerce taking examinations each year has grown so much, little effort has been made to study the soundness of the present procedure. What is the level of reliability of these examina-

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16. P. J. Hartog and E. G. Rhodes. *An Examination of Examinations* (London : McMillan Company, 1935).

17. Monroe Walters (ed.), *Encyclopaedia of Education Research* (New York : McMillan Company, 1950).

18. Salamut Ullah. *Examinations in India : Their Defects and Remedies* (Calcutta : Orient Longmans Ltd., 1951).

tions and by what technique can it be improved? What is the present level of error attributable to subjectivity on the part of the examiner and by what technique this error can be reduced? What is the relationship between students' marks in the examination and the teacher's judgement of his competence? What type of examination questions do the students elect to answer and what is the nature of the question that they avoid? These and many other questions have unfortunately never been raised and no attempt has been made to solve the drawbacks of the present system.

Unless examinations have appropriate levels of reliability and objectivity, decisions made about the student's through use of such examinations are of dubious merit.

### **Wastage**

The crudest criterion of the effectiveness of teaching in an institution of higher education is the amount of what is called 'wastage'. This term is generally used to describe all those who enter an institution in a given year and leave without the degree or other qualifications for which they enrolled. It is perhaps an unfortunate term, for it suggests that those who fail to complete their courses have gained nothing, which is rarely true. Some wastage is inevitable in any system. There will always be a certain number of students who discover that they have made a wrong choice, others who prove unable to develop intellectually much beyond the point they had reached on entry, and some who withdraw or fail because of ill health, financial difficulties, or other personal reasons. Inadequate communication between the teacher and student is also a factor in the failure of some students to obtain the qualifications for which they are studying.

The survey indicates that the overall wastage rate for graduate students in commerce who entered a University in 1960 was 18 per cent. It is surprising that the percentage of wastage has remained more or less constant for the last five or six years. If one compares this wastage rate with the rates in other subjects the position of commerce graduates in

better than the technical subjects. The average wastage rate in the graduate studies at arts was 22 per cent and in the technical courses at 15 per cent in the year 1958.<sup>19</sup> Within this total of 18 per cent wastage, something like 50 per cent of the wastage is classified as being due to 'academic reasons', and this includes those who fail one or the other examination at the end of the course; the remainder are students who withdraw on account of financial difficulties, academic difficulties or on personal reasons; and so forth. Clearly these categories are arbitrary and can give no insight into the weight to be attached to lack of intellectual ability, lack of application, defective teaching, difficulties of psychological adjustment to University life, to extraneous personal trouble or other factors. One important reason, which has been mentioned by most of the Deans why the good students leave the course is the financial difficulty.

One thing, however, stands out from the statistics: the striking difference wastage rate between different institutions. The wastage rate ranges between 5 and 30 per cent. The difference in wastage rates are not explicable solely in terms of the quality of students admitted or in terms of the ways they are taught. It is difficult to avoid the presumption that an important factor affecting wastage is that in some institutions there is an approximate percentage of students whom it has become customary to fail. In colleges where doors remain open to all with the minimum requirement, it is but natural that the percentage of wastage will be more than among the institutions where the students are selected more carefully.

### Financial Aids to Students

The cost of education has become such that many deserving students cannot afford to go in for higher education. Even when some of them manage to come up to the graduate level, they have to take up private tuitions or other work to pay up their living and tuition and fees at the University.

19. S. K. Saxena, *University Education in India* (Calcutta: Calcutta Book House, 1960), p. 64.



The survey shows that hardly 1 to 2 per cent of the students at the graduate level get any type of scholarship or fellowship. However, in most of the Universities there is some provision of tuition fee scholarship. But this too does not go up beyond 10 to 15 per cent.

This position is unfortunate and should not be allowed to continue. No really brilliant student should be prevented, on the ground of poverty alone, from pursuing his academic career, and it should be the duty of the State to provide for his education and maintenance. It should be the duty of the Universities, too, to discover and give opportunity to the gifted members of the community.

Commerce education at the graduate level in India is suffering from an interrelated set of deficiencies: low academic standards, low admission requirements, low-calibre students, inadequate faculties, superficial teaching, neglect of research, and general atmosphere of stagnation and directionlessness. An increasing number of Universities, however, are reexamining curricula, objectives, teaching methods, content of their courses, and other aspects of their programs. They, like developing countries bent on economic development, are feeling so much discontent and strain that it is a healthy sign that growth is beginning. While Commerce Colleges are seeking to clarify their purpose and to find their proper place in the educational world, the need for competent, imaginative and responsible business leadership in India is becoming more urgent as business is growing more complex and as the environment, with which it has to cope, is beginning to change at an accelerating tempo. The commerce educators are naturally debating with each other and with their critics as to how this need can best be met, or at least be met better than is now being done.

## CHAPTER IV

# Doctoral Programs And Research

The importance of business research cannot be overemphasized. With the transformation of a traditional into a modern progressive economy, problems of business research have acquired an added significance. Again, effective teaching, especially at the University level, cannot be done unless the *teacher is engaged in research pertaining to his subject.*

There are at present twenty-six Universities in India where doctoral programs and research are in operation. This chapter has been written with three objectives : to know in detail the regulations governing the admission and award of Ph.D. degrees in Commerce, the Ph.D. program in operation, and a critical evaluation of the state of affairs in relation to the working of the Ph.D. programs and other research activities in the Commerce Departments of Indian Universities.

### Regulations Relating to Ph.D. Program

The usual requirements for admission to a Ph.D. program are more or less the same in all the Indian Universities. There is a general rule almost everywhere that a candidate for admission to a Ph.D. program in the Faculties of Arts, Science, Education and Commerce must have obtained the Master's degree in the subject in which he wishes to pursue research, provided that the Master's degree should have been taken after the Bachelor's degree with full course prescribed for the degree. According to this regulation a candidate is permitted to do research work for the degree of Ph.D. in Commerce only if he has obtained his Bachelor's and Master's degrees in Commerce. In Bombay University, however, there is some deviation from this general pattern. The relevant ordinance of Bombay University runs as follows<sup>1</sup>.

Where a candidate, who has obtained a Master's degree in a subject other than Commerce but who wants to register himself for Ph.D. programme in Commerce, can apply to the University for registration through a recognized teacher of the Commerce Faculty. The application shall be placed before the Faculty of Commerce to test the fitness of the candidate for undertaking the proposed line of research. It shall be open to the Faculty to test the candidate by either a written or a viva-voce test or by both the kinds of tests. The report of the Faculty shall be placed before the Academic Council of the University which shall decide whether the application should be granted or rejected.

Another important regulation for admission in every University is that the candidate must have secured at least second class marks (45%) at the Master's degree examination. It is only in Agra University and that too in a very special case that a candidate securing less than 45% marks can be admitted to

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1. University of Bombay. *Ordinance For The Degree of Ph.D., D. Litt. and D. Sc.* ( Bombay : University of Bombay, 1963 ).

the Ph.D. program. The special regulation to this effect is as follows<sup>2</sup> :

No one shall be eligible to supplicate for Ph.D. degree in the University unless he secured at least second class marks at the Master's degree examination or he is a Post-Graduate teacher of at least five years' standing or he is a person, who has already done research work and has published some papers in some recognized research journals and whose work is approved by the Research Degree Committee in the subject concerned.

The Indian Institutes of Management at Calcutta and Ahmedabad have been started since 1962 in close collaboration with the School of Industrial Management of the Massachusetts Institute of Technology and the Harvard University Graduate School of Business Administration. Both the institutes plan to have doctoral programs to encourage research and to advance knowledge in management. From notes received from the two Directors it appears that the institutes will not be very rigid in matters of minimum qualification for admission to the Ph.D. program. It seems that they will be purposefully flexible to accommodate unusual backgrounds. Experience in business might be a desirable preparation for the doctorate. For their M. B. A. program one can come to the conclusion that in all probability they are going to follow the M. I. T. and Harvard pattern in their Ph.D. programs.

### *Enrollment and Procedure for Selection*

The candidate for admission has to apply through the Dean to the University and submit along with the application a scheme or an outline of the subject proposed to be investigated. The application is placed before the Research Degree Committee consisting of the Vice-Chancellor, the Dean of the Faculty and the Head of the Department concerned. In a few Universities (Nagpur, Vikram, Rajasthan and Jubbulpore) experts in that particular branch are invited from other

2. Agra University, *Ordinances For The Degree of Ph. D., D. Litt. and D. Sc.* (Agra : Agra University Press, 1961 ), p. 2.

Universities to assist the Committee. This Committee satisfied itself that the subject offered is one which can profitably be pursued under the superintendence of the University and that the candidate possesses the required qualifications and equipment. If the Committee is satisfied on these points, it grants the application for admission and appoints a member of the teaching staff to guide the work of the candidate. The person appointed as supervisor must be either a professor or a reader or a lecturer having teaching experience of at least ten years at the graduate level or an eminent scholar in or outside the University.

### *Conditions of Enrollment*

Every accepted candidate has to pursue a course of research as a student of the University for not less than two years from the date of the admission. In Bombay, Poona, and Gujarat Universities there is a provision that if the Master's degree has been obtained wholly by research, the minimum period of residence requirement can be reduced to one year. The candidate has to pursue his research at the headquarters of his supervisor. A portion of the residence may, for the sake of special guidance or facilities or collection of research materials or field studies, be spent elsewhere as directed by the supervisor. In some of the affiliating Universities (Agra, Rajasthan, Vikram, Nagpur and Jubbalpore) the provision is that the candidate shall pursue his research at the institution under the supervision of his guide for not less than two years and must put in at least 200 days' attendance in the department concerned, provided: that a teacher in an affiliated college shall not be required to put in 200 days' attendance but the attendance required of him shall be at the discretion of the supervisor.

There is no regulation in any of the Indian Universities regarding classroom work for a Ph.D. candidate. Supervisors have been given authority to guide students for classroom work depending on the student's preparation and needs, the nature of subject, and the traditions and practices of the department. In several institutions the doctoral

candidate is asked to take all seminars which are offered in his field. The seminars or class work do not carry credit towards the degree. In general, it appears that in a typical case an effort is made to keep the class and seminar work to approximately one-fourth of the total time, the rest being reserved for research and the thesis.

None of the Universities require the student to have a knowledge of any foreign language other than English. However, there is a clause in almost every University that if the supervisor considers that knowledge of a particular language is necessary for doing research, the candidate shall not be permitted to submit the thesis unless he has obtained the certificate of proficiency in that language after a duly conducted examination by the University.

One of the few conditions of the Ph.D. course which does not vary from University to University or from time to time and never has is the stated minimum length of time required to complete it. But there is variation in the maximum period which can be allowed to student. It varies from four to seven years. However, the following clause is found in nearly 70% of the Universities studied :

In case a candidate does not submit his thesis within four calendar years from the date of permission granted to him, unless the time is extended by the Research Degree Committee, the name of the candidate shall be removed from the list of those registered for the Ph.D. degree.

### *The Thesis*

In every University the most essential part of work for a Ph.D. consists of research and a thesis based thereon. The usual official statements regarding the thesis are some variations of the following :

It must be a piece of research work, characterized either by the discovery of new facts or by a fresh approach towards interpretation of facts and theories and should state the materials published or unpublished used by the candidate. It should evince the

candidate's capacity for critical examination and judgement. The candidate must communicate how far the thesis embodies the results of his own observations and in what respects his investigations appear to him to advance knowledge in the particular subject area. It should be satisfactory so far as its literary presentation is concerned and must be in a form suitable for publication.

### *Evaluation of the Thesis*

Examiners for the evaluation of the thesis are appointed only after a report is received from the supervisor stating: that the thesis embodies the work of the candidate himself; that the candidate worked under him for the period required under the regulations of the University; and that he has put in the required attendance in his department during that period.

In most of the Universities the thesis is examined by a board of three examiners, two external and one internal, with the supervisor (internal) as the convener. In Agra University the thesis is sent to two external examiners selected for the purpose by the Vice-Chancellor out of the panel of four persons suggested by the Board of Studies.

The examiners examine the thesis and submit their reports either jointly or separately. Examiners usually consult each other before formulating their reports. They have to make a clear recommendation either the thesis be accepted or the thesis be rejected or the candidate be allowed to represent his thesis in a revised form.

If all the examiners unanimously report that the thesis is satisfactory, the University makes arrangement for a viva voce examination. If the majority is in favour but the third examiner rejects the thesis, the University appoints a fourth examiner. If the fourth examiner accepts the thesis, the University arranges for the viva voce examination. If the majority of the original examiners or the fourth examiner appointed under the above clause rejects the thesis, no further action is taken. In Calcutta University, however, there is no provision for a fourth examiner. The regulations clearly state that the thesis must be accepted by all the examiners.

*The Viva Voce*

The viva voce is the final examination at which the candidate defends his thesis. The questioning is to be confined to the subject of the thesis and closely related matters. In some of the Universities (Bombay, Madras and Patna), the examiners also determine whether the candidate has a good general knowledge of the whole discipline. The viva voce examiners have to report, whether the candidate is acquainted with the literature on the subject, whether the thesis is genuinely the work of the candidate, and whether the candidate evinces capacity for critical examination and judgement.

In case the recommendations of the viva voce examiners differ from the recommendations of the examiners of the thesis or the viva voce examiners differ between themselves, the University allows the candidate to represent his thesis or reappear at another viva voce examination.

If the viva voce examiners are satisfied the case is placed before the Academic Council of the University. If the Academic Council, after considering the report of the examiners, consider the candidate worthy of the Ph.D. degree, the degree is awarded to the candidate.

**Ph.D. Programs in Operation**

Research activities under Commerce studies began in India on a very small-scale and in a haphazard fashion at the middle of the thirties of the present century. It was not the outcome of planning or even the planned outcome of any new policy, but simply resulted from the attraction of an occasional student to the work of the occasional research-minded member of the faculty.

The late birth and weak early development of research in Commerce studies in India reflected the scarcity of activities in research at that time, a scarcity which can easily be documented. For example, in 1950 Professor B. N. Dasgupta of Lucknow University in his presidential address to the Fourth Session of the All India Commerce Conference held at Calcutta stated flatly "organized researches in Commerce in Indian University can scarcely be said to exist as yet, although



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within the last decade certain beginnings have been made which indicate a movement in that direction." The general academic attitude towards research and the small part which they played in the life of the Universities of the time are indicated by the fact that they are not even mentioned by the Special Committee for Commerce Education which submitted its report in July 1961.

Up to 1950, all research activities were confined to three Indians Universities—Agra, Allahabad and Lucknow. The number of research students enrolled at the Indian Universities in Commerce studies from 1940 to 1950 are shown in Table 15, the number of Ph.D. degrees actually conferred in Table 16, and the broad area of subjects of Ph. D. dissertations in Table 17.

It will be observed from the three tables that : the number of students ranged from 4 to 24 ; the number of college teachers and students registered for the degree were approximately equal ; the number of Ph.D. degrees conferred averaged 2.5 a year ; only 28 per cent of the students registered could complete their work for the degree ; and the research work was almost wholly done in the field of economics.

Table 15

## ENROLLMENT OF PH.D. STUDENTS IN COMMERCE, 1940-50

<i>Universities</i>	1940-1945	1946	1947	1948	1949	1950
Agra	8	3	4	3	4	8
Allahabad	7	4	5	5	6	10
Lucknow	6	2	2	3	6	6
Total	21	9	11	11	16	24
College teachers	12	5	5	6	9	10
Non-college teachers	9	4	6	5	7	14

Table 16

## PH.D. DEGREE CONFERRED IN COMMERCE, 1940-50

<i>Universities</i>	1940-1945	1946	1947	1948	1949	1950
Agra	3	2	1	2	3	2
Allahabad	2	1	1	-	1	1
Lucknow	1	-	1	1	2	1
Total	6	3	3	3	6	4

Table 17

BROAD ASPECT OF SUBJECTS COVERED BY DOCTORAL  
DISSERTATIONS, 1940-50

<i>Broad Fields</i>	<i>Number</i>	<i>Percentage</i>
Economic Development	8	32
Money, Credit, and Banking	6	24
Land Economics	6	24
Cooperation	2	8
Trade and Transport	2	8
Miscellaneous	1	4
Total	25	100

Source : Compiled from the information supplied by the Registrars and Deans of Commerce Faculty of Agra, Allahabad and Lucknow Universities.

There were several reasons, besides the lack of research facilities for the late development and small scale of research work in Indian Universities. The chief reason was that no need for it was felt. Few posts were available for which research degrees were a prerequisite. On the completion of the Master's degree in Commerce, the student could go directly either to a teaching job in the colleges or into his chosen field without further study. Any subsequent need for more advanced knowledge could be met by self-directed efforts.

In addition, there were a number of practical and specific reasons for the tardiness of research development. The Universities were perennially hard-up and research work has always been expensive. The limited staff that could be provided had all they could do in teaching undergraduate and graduate students. Libraries were inadequate for research work. There were scarcely any scholarships for support of research students.

Although one can find little evidence of active antagonism towards research work on the part of the teachers such as Berelson describes in American Universities of a generation before,<sup>3</sup> nevertheless there was little enthusiasm and much indifference.

3. B. Berelson, *Graduate Education in the United States* ( New York : McGraw Hill, 1960 ), P. 71.

It should be remembered also that even early in the thirties of the present century the well-developed Graduate School of Business of American Universities were eager to attract Indian students and provided many good scholarships for them. Many Indian faculty members were quite content to have their good teachers and students proceed to American and British Universities, encouraged them to do so, and assisted them to secure scholarships abroad.

There has been marked development in research under the Commerce studies since 1951. The increase in research activities is shown in Table 18 to 21.

Table 18 shows that the average annual enrollment of Ph.D. students has increased from nine in 1940-50 to fifty-four in 1951-63. It also shows that nineteen more institutions have been started during this period which are engaged in research work. However, more than 50 per cent of the institutions do not, on an average, admit more than three students annually. More than 50 per cent of the students registered annually in the research program are attached to the former three Universities—Agra, Allahabad and Lucknow.

Table 19 gives an idea of the annual increase in the number of Ph. D. degrees awarded. During the last thirteen years the average annual figure has been seven. There has been, however, a sharp decrease in the ratio of registered students and their completing the degree. During the period under review only 15 per cent of the registered students could complete their work.

Table 18

## ENROLLMENT OF PH.D. STUDENTS IN COMMERCE, 1951-63

Universities	1951-56	'57	'58	'59	'60	'61	'62	'63	1951-63
Agra	79	19	16	15	10	9	12	15	175
Aligarh	—	—	—	—	—	6	2	2	10
Allahabad	52	10	19	10	12	15	23	20	161
Banaras	4	1	—	1	2	1	2	1	12
Bombay	—	—	—	3	—	1	2	1	7
Baroda	—	—	—	—	—	4	3	3	10
Bhagalpur	—	—	—	—	1	2	2	—	5
Calcutta	—	—	—	2	—	1	2	1	6
Delhi	—	1	—	1	—	2	1	1	6
Gujarat	2	3	—	1	—	1	2	—	9
Hyderabad	—	—	—	—	2	4	2	3	11
Jabalpur	—	7	8	1	8	3	2	2	31
Karnatak	5	4	—	—	1	4	1	—	15
Lucknow	24	7	5	9	10	12	10	7	84
Madras	—	—	1	—	—	1	2	1	5
Nagpur	—	—	3	2	2	—	3	2	12
Patna	4	2	4	1	2	1	1	—	15
Poona	2	—	2	2	1	2	2	1	12
Rajasthan	3	4	3	2	4	3	2	3	24
Sagar	5	1	2	8	9	—	9	7	41
Ujjain	—	2	2	7	8	7	5	6	37
Waltair	—	1	2	2	1	2	2	1	11
Total	180	62	67	67	73	81	92	77	699

Source : Compiled from the information supplied by the Registrars and Deans of Commerce Faculties of Indian Universities.

Table 19

## PH. D. DEGREES AWARDED IN COMMERCE, 1951-63

<i>Universities</i>	1951-56	'57	'58	'59	'60	'61	'62	'63	1951-63
Agra	6	1	1	4	6	1	2	*	21
Aligarh	—	—	—	—	—	—	1	1	2
Allahabad	4	1	1	—	1	1	—	1	9
Banaras	2	—	—	—	—	1	—	1	4
Bombay	—	—	—	—	1	—	1	1	3
Baroda	—	—	—	—	—	—	1	1	2
Bhagalpur	—	—	—	—	—	—	—	—	—
Calcutta	—	—	—	—	—	—	—	1	1
Delhi	—	—	—	—	1	—	—	1	2
Gujarat	—	1	1	—	—	—	—	*	2
Hyderabad	—	—	—	—	—	—	—	2	2
Jabalpore	—	—	—	—	—	2	—	1	3
Karnatak	—	1	—	—	—	—	—	*	1
Lucknow	—	2	—	3	3	—	—	*	8
Madras	—	—	—	—	—	1	—	—	1
Nagpur	—	—	—	—	—	—	1	1	2
Patna	1	—	—	1	1	1	—	—	4
Poona	—	—	—	—	1	—	—	1	2
Rajasthan	—	—	2	—	1	—	—	1	4
Sagar	—	—	1	3	1	—	1	1	7
Ujjain	—	—	—	—	1	1	2	*	4
Waltair	—	—	—	—	1	1	1	1	4
Total	13	6	6	11	18	9	10	15	89

\* Not available

Source: Compiled from the information supplied by the Registrars and Deans of Commerce Faculties of Indian Universities.

Table 20

NUMBER OF TEACHERS AND NON-TEACHERS WORKING AS PH.D.  
STUDENTS DURING THE YEAR 1963

<i>Universities</i>	<i>Total No. of Students</i>	<i>Teachers</i>	<i>Non-teachers</i>
Agra	32	22	10
Aligarh	6	1	5
Allahabad	32	11	21
Banaras	6	2	4
Baroda	6	2	4
Bhagalpur	4	4	—
Bombay	4	—	4
Calcutta	3	1	2
Delhi	6	2	4
Gujarat	3	1	2
Hyderabad	8	3	5
Jabalpore	12	6	6
Karnatak	6	2	4
Lucknow	32	18	14
Madras	5	3	2
Nagpur	6	2	4
Patna	8	6	2
Poona	6	3	3
Rajasthan	9	6	3
Sagar	10	5	5
Ujjain	12	7	5
Waltair	6	2	4
Total	222	109	113

Source : Compiled from the information supplied by the Registrars and Deans of Commerce Faculties of Indian Universities.



Table 21

## SUBJECT AREA COVERED BY PH D. DISSERTATIONS, 1951 - 63

<i>Subject Area</i>	<i>Number</i>	<i>Percentage</i>
(a) Commerce	—	34
Accounting	2	—
Business Finance	5	—
Government and Business	3	—
Organization and Management	4	—
Insurance	3	—
Marketing and Advertising	4	—
Personnel Management	3	—
Transport	6	—
(b) Applied Economics	—	57
Cooperation	7	—
Land Economics	6	—
Money, Credit, and Banking	10	—
Population	4	—
Planning	6	—
Public Finances	8	—
Regional Eco. Dev.	10	—
(c) Miscellaneous	8	9
Total	89	100

Source : Compiled from the information supplied by the Registrars and Deans of Commerce Faculties of Indian Universities.

Table 20 shows that the number of college teachers and non-college teachers registered for the degree are approximately equal.

It can be easily seen that the absolute monopoly of applied economics as subjects of dissertation has been greatly reduced. Table 21 shows that at least 34 per cent of the dissertations are in the area of commerce and business problems.

Several factors have influenced the growth in the numbers of research students. The most important is the general growth of all Indian Universities. The larger the number of graduate students, the larger the number who are likely to go on to research studies.

Another important general factor in the growth of Ph D. students is the increasing recognition of the need for research. The immense accumulation of knowledge in the field of commerce and business during this period have made a further period of study necessary for many. It is no longer possible to master a discipline at the graduate level. The demand for persons with advanced knowledge and specialized training

continues to grow with the increasing complexities of the business world.

Research degrees are now necessary qualifications for many posts not only in universities but in government services, industry, and the professions. The best students realize that they must have the additional training in order to make the best of careers of which they are capable.

The launching of Ph.D. programs by so many universities after 1950 reflects their growth in resources and in the number of students, their recognition of its importance to the nation, and their realization that work at the doctoral level must be carried on in order to recruit and retain the best staff.

The number of research students in Commerce will no doubt continue to increase. If there should be only the same increase in the absolute number during the present decade as during the last, the number in 1970 will be approximately 500. However, on the basis of the estimates of the Deans it seems that the number in 1970 will be nearly 600.

### **Aims and Objects of Doctoral Programs**

Doctoral programs are ordinarily viewed as preparing students for careers in teaching or research. Although Deans of various Universities in India have expressed diverse opinions on this particular issue, they are virtually unanimous in believing that the doctoral program should insist on greater competence in research.

The usual official statements regarding the objectives of the Ph.D. program can be easily divided into three groups: the classical group, the professional group, and the middle group.

The objectives of the Ph.D. program of the classical group are: to develop scholarship and original research and to foster and promote doctoral research of pure and applied nature in the various aspects of economics through library and experimental inquiry techniques.

The Deans with professional inclinations give the following objectives of their Ph. D. programs: to train up students

in the art of actual data collection and interpretation and analysis of such intricate problems, to advance knowledge in the field of business through deductive processes in the shape of doctoral research.

The people in the middle group follow a compromise policy of the two schools of thought. Their objectives are : to verify theories by comparing them with business practices and to use various practices for formulating and improving theories.

Thus it can be seen that the universities are sharply divided in their objectives regarding research. Under the classical concept the candidate is expected to deal with theoretical and abstract ideas, and he may not be required to relate them to specific business practice. On the other hand, the programs with a professional emphasis concentrate on inculcating an administrative point of view in perceiving or formulating problems in a concrete business setting. The first group which has a majority in India believes that Commerce is a branch of applied economics, whereas the second and the middle group do believe that Commerce and Business Administration is a separate concept and it centers around the decision-making process. Their philosophy is based upon the belief that the thinking of administrators must be different from that of the economists.

#### *Admission to the Ph.D. Program*

The minimum qualifications for admission to the Ph.D. program are more or less fixed by the Ordinances of the Universities. Nearly 75 per cent of the Deans report that they admit only first-class students to their Ph.D. program. A teacher with some teaching experience is given preference in admission.

There is no provision for qualifying examinations but almost everywhere there is an informal interview directed towards establishing whether the candidate has a keen awareness and substantial understanding of, an interest in, and an ability to deal effectively with the problem of his research. This is often a friendly but probing attempt to

estimate a candidate's weakness and strength. It serves both as a screening process and as a tool for guidance.

Some of the Deans believe that there should be no rigidity about the minimum qualifications set by most of the Universities. Much more important than the academic records of the student should be his intellectual ability, strength of motivation, capacity for growth, intellectual curiosity, willingness to accept responsibility, tolerance and breadth, emotional maturity, and the ability to get things done through people. Work experience is also a factor which can serve to strengthen a man's application.

### *Supervision and Training*

The qualifications of a supervisor are governed everywhere by the University's Ordinances. They are more or less the same in all Universities with very slight modifications. A person, in order to be a supervisor must be : a professor or a reader in the University department or a post-graduate college ; or a teacher having at least ten years of teaching experience at the graduate level ; or a teacher having a Ph.D. degree and at least five years of teaching experience at the graduate level ; or a scholar of recognized merit.

According to the above rule the number of persons qualified to guide Ph.D. work stood at eighty-two during the year 1963. The student-faculty ratio under the Ph.D. section was 3 : 1. In some of the Universities (Agra, Allahabad and Lucknow), it was 6 : 1.

Unlike the American system, where there is a special committee for each doctoral candidate, the candidate in India works under the supervision of a single guide. The duties of the supervisor include planning the work, advising the student, approving changes, reviewing the student's progress from time to time, reporting on that progress to the University regularly and playing a major part in conducting the examination.

As has been noted earlier, there is no regulation in any of the Indian Universities regarding classroom work for a Ph.D. student. However, the supervisor makes provision for work in cognate subjects which are suited to the particular student's

needs. In most of the Universities the supervisors ask the students to take the seminars offered in his field. These seminars are of different types : reports on the researches of the staff and Ph D students, reviews of papers in the current literature, and a more systematic presentation of recent and current work in a restricted field.

It is felt that there is no unanimity among the commerce faculty members regarding the organized classroom work for a Ph D. student. Some of them feel that students should be required or prevailed upon to take too many organized classes. There is another section which deeply feels that the Ph.D. degree should be a real research degree, requiring much time both for training in research methods and for substantial accomplishment. They are of the opinion that in many Universities the Ph D. program is being transformed into something too closely resembling a post-graduate course, whereas the really important element is training, experience, and accomplishment in research.

During the course of research and early drafts of the thesis, the candidate regularly calls on the supervisor for advice, guidance, and criticism subject to the supervisor's judgement regarding the desirable quality and nature of help to be given. When the supervisor believes that the quality of the thesis substantially represents the candidate's capability, he recommends to the candidate that a final draft be prepared and submitted to the University.

Though there is no documentary evidence, anyone who discusses Ph.D. programs extensively with faculty members is sure to hear the opinion that many students receive too little supervision and help. That opinion may be sound in view of the fact that most of the teachers are heavily burdened with teaching work. This is all the more true in the case of non-resident students. The result is that a considerable number of students become discouraged and quit. Occasionally the opinion is also heard that Ph.D. candidates receive too much help, that they are not thrown sufficiently on their own resources, and not forced to develop their capacity for independent work. Probably both views are correct, for

different places and different supervisors. Undoubtedly some institutions would be wise to limit the number of Ph.D. candidates whom a faculty member could supervise.

### *Thesis*

All Deans replying to the questionnaire regarded the thesis as the most crucial part of the doctoral program. The thesis is the culmination of the whole set of other requirements. It allows the chief and only opportunity for the examiners to judge the candidate's ability in independent research, his competence in gathering data effectively and efficiently, in analyzing it thoroughly, and in synthesizing conclusions imaginatively in a presentable manner.

It has been previously said that almost in every University the official statement regarding the thesis is some variation of the following: "The thesis must represent an original and significant contribution to knowledge."

It has been emphasized by more than one Dean that this phrase—"contribution to knowledge"—is more a fiction than a reality. There is an increasing tendency to emphasize training in research rather than the significance of the result. It is no longer expected that the thesis will represent a monumental achievement. The fresh Ph.D. is not regarded as a finished, independent scholar but as one who has successfully made a trial run, acquired a good general knowledge of his discipline, and has demonstrated a modicum of originality.

### *Examination*

The examination everywhere is conducted by the University. The departments or the supervisors at many places have absolutely no hand in the appointment of examiners. Generally a panel of names is recommended by the Commerce Faculty from which examiners are appointed either by the Vice-Chancellor of the University or by the Research Degree Committee. Invariably, the supervisor is one of the examiners.

The examination at which the candidate defends his thesis is oral. It seems that there is wide difference of opinion

whether the examination should be exhaustive in a field broader than the thesis or whether it should be limited only to the thesis. In practice the examiners force the candidate to defend the logic and the techniques of the thesis and to relate its implication to the larger field of which it is a part. The logic is that this type of examination impels the student to look freshly at his topic and to emerge from a narrow specialization to the broader ground on which he can teach.

The feelings on the value of Ph.D. examinations are mixed. Some of the teachers feel that the examinations have become rather perfunctory and of doubtful use.

### *Time*

Though the minimum period (two years) is one of the least variable conditions, the actual period is one of the most variable and uncertain. It is usually considerably more than the minimum. There has recently been much criticism of the excessive length of time taken to complete Ph.D. work. It appears that one-third of the candidates complete their work for the degree in the minimum time, one-third require an additional year, and one-third require still more time.

There is a general impression that in many cases the prolongation of the time is due to the student's slowness as a research worker or to his choice of an unfortunate research problem. This, however, seems to be less frequent than is commonly supposed. The chief cause of long time necessary to complete the work is not the amount of work demanded but fact that most students cannot afford to study full time and that sufficient scholarships are not available. Many students are forced to spend more time in doing part-time jobs. To this should be added those who break their studies after fulfilling the residence requirements and take junior posts in other institutions.

### *Financing the Ph.D. and Research Program*

Owing to the way in which research work developed and to its being inexpensive in its early days, no separate budget provision was made ; its cost was everywhere absorbed in the

teaching budget. Even today departmental budgets nowhere attempt to segregate the expenditure for research work from other expenditures. It is surprising that no department itemizes the cost of research work as distinct from teaching and other expenditures.

Prior to 1950, there was complete absence of scholarships or other forms of financial assistance for Ph. D. students. The situation has improved somewhat, nevertheless, in the course of this survey the complaint has frequently been made that financial support for research work is still insufficient. Most of the students (nearly 60 per cent) finance their study by loans from relatives or part-time jobs elsewhere. A few of the candidates are on leave of absence with full or half average pay from their regular jobs.

Tuition and fees charged from the Ph.D. students in various Universities vary from Rs. 15 to Rs. 25 per month. In addition, there are in most cases incidental fees (student's activities, examination, degree, etc.) varying from Rs. 150 to Rs. 250. It has been seen that in nearly 80 per cent of the Universities, Ph.D. students are exempted from paying the monthly tuition and fees.

The available scholarships to the commerce students may be divided into two groups : those awarded by the individual Universities from funds under their own control, and those awarded by other organizations. The only organization outside the University, financing Ph.D. work in commerce studies, is the University Grants Commission of India. It is unfortunate that not a single University in India is getting any type of financial support either from business or industry to carry on their research activities in the commerce studies. Another unusual feature is that no University has introduced the system of teaching or research assistantship to help the deserving Ph. D. students.

The value of University scholarships in the different Universities varies between Rs. 100 to Rs. 200 per month. However, the value of the scholarship awarded by the University Grants Commission is Rs. 150 a month. In the case of college teachers who want to go in for Ph.D. work



this is really very surprising. Teaching and research are really mutually reinforcing activities.

There are undoubtedly some very good teachers who do very little research, but they are exceptions. Teachers who do little research or research of low quality generally appear to be uninspiring teachers as well. There is something about the involvement of a faculty member in high quality research work which produces a stimulation and excitement that is conveyed to students in the class.

The Director of Personnel of the Tata Iron and Steel Company, Jamshedpur (India) sums up his views on the desirability of research in a Commerce College as follows

The Commerce College professors must do research to teach their students discipline useful for the new and exciting world of tomorrow. Business itself is on the frontier. Often the textbooks cannot be written quickly enough, or revised in time to present the latest development. By being personally involved in the rush of the future, the teacher-researcher in the commerce college can become a truly effective participant, influencing the coming as well as the current, generation of business managers.

The implications of this teaching-research relationship are worth exploring. If the experience that good teaching and good research go hand in hand is to be regarded as approximately correct then the following generalization would also seem to hold :

One of the most effective methods of assuring high quality teaching is through the provision of adequate research facilities for the students and the members of the staff and that failure to support research constitutes a serious threat to the effectiveness of the teaching program.

Both the University Education Commission in India and The Special Committee for Commerce Education reports were critical of the bulk of the Commerce Colleges for their failure to provide adequate facilities for research. Both reports were also critical of the bulk of Commerce College for

their low quality and unimaginative teaching. The association of these findings is more than a matter of coincidence. It is further support for the conclusion that good teaching and good research are mutually reinforcing.

There is still another reason why there should be concern about research in Commerce Departments. If the Commerce Department is to make its full contribution to a better functioning of economy and society, then the amount and quality of research conducted in the Commerce Departments must play a prime role. The departments particularly through a vibrant research program can: influence the ethical standards and goals of the business community, challenge the accepted methods and procedure of operation and their evaluation, and provide the basis for professionalization of business management. Merely repeating and passing on the existing practices through teaching without the benefit of research done in the departments will contribute little to these objectives.<sup>6</sup>

The development of fundamental research in Commerce Studies is also important, if we take into account that the function of the university is not only to prepare students directly for their future professional activities, but also to broaden their minds, to help them to understand better the mechanism of economics and social phenomena and to give them the basic methods of research and investigation.<sup>7</sup>

Professor S. Sengupta of Calcutta University expressed the following views on the desirability of research in Commerce Colleges :

A primary essential is that there should be continuous research of high quality which alone can bring to light those basic principles which are so essential to the establishment of business administration as a universally accepted academic discipline. For the

most part, this research cannot be undertaken by businessmen who are immersed in the day-to-day problems of management. They have neither the time nor the training as research workers to undertake this all-important task. By continuous research, Commerce Colleges should meet the needs of the business on the one hand, and on the other hand should maintain the high standards of teaching which the University rightly holds so dear.

The complaint that Commerce Colleges have seriously underrated the importance of research comes from every side—from University administrators, faculty members in other fields, business executives and the people in the Government. Nearly 80 per cent of the businessmen, who replied to the questionnaire are oblivious of any research being done in Commerce Colleges. In fact, they contend, more significant knowledge of ultimate value to business has come from Non-Commerce Departments of the Universities than from the Commerce Departments.

The factors that have thus far caused the neglect of research in Commerce seem to be more than one. Indian Universities have, for largely historical reasons, been neglecting research and concentrating on teaching. Neither the finances nor the philosophy of the Indian Universities during the British Period seemed to make for the promotion and advancement of research. After the achievement of Independence the Government of India has thought it necessary to organize a number of research institutions which work independently of the Universities. This evolution is rather unfortunate inasmuch as it throws the teaching function of the Universities in a bolder relief, and seem to imply that research and advancement of knowledge is a work that can be, or is undertaken outside the precincts of the institution of higher learning.<sup>8</sup>

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8. A. N. Agrawala, 'Reorganization and Promotion of Research in Indian Universities', *Uttar Ghat: Journal of Research of the Universities of Uttar Pradesh*, Vol. V, No. 1 (July, 1958), p. 607.

ill tested, and lacking in generality. In most cases, business has not always been receptive to research studies of its activities requiring disclosure of its operating methods. The research needs of business world are thus usually ignored because of non-communication between it and the Universities. Too often businessmen hesitate to open their doors to University professors and students who want to investigate their firms. They fear that this can bring trouble in their enterprise and that some business 'secrets' may be divulged.

There are today in Indian Universities fifty-seven Graduate Departments of Commerce, but there are only about a dozen institutions with active programs for doctoral candidates. Doctoral programs in Commerce studies have, in fact, largely been a post-war development. The rapid rise in enrolment in the colleges at the undergraduate and graduate levels, the diverse interests and limited ability of students, have tended to crowd out research activities.

Most of the Universities lack basic facilities required for research work. These requirements consist of a good research library, proper research guidance, research laboratories, incentive for research workers and sufficient time to devote to research activities. Underlying all these requirements is the problem of finance. The Commerce Departments have included all too few men capable of guiding and carrying out research of high order particularly in a field still searching for its identity and direction. In nearly 70 per cent of the Universities there are hardly two or three teachers in each University who are qualified to conduct and guide research. The Chairmen of the departments are mostly pre-occupied with teaching and administrative duties and have very little time to devote to research. It is surprising that not even in one University there are professors whose main duty is to conduct and guide research. The teachers who are qualified to guide research do not get any sort of financial incentive or reduction in the teaching load even when they are engaged in guiding research.

Another unfortunate feature in most of the Universities is that teachers are not engaged in continuing research work.

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Another unfortunate feature in most of the Universities is that teachers are not engaged in continuing research work.

Research activities on the part of most of them are confined to guiding students for their doctoral work. Their own research generally stops with the submission of their own doctoral thesis.

In order that the results of researches are made available to teachers, students, and the reading public, it is necessary that they are suitably published. There is no adequate arrangement in most of the Universities for the dissemination of results of researchers through print.

The research work, both in the form of a Ph. D. program and general research by the faculty members, which was carried on before World War II cost very little, because there was not much of it and it was of an inexpensive type. Today it has become increasingly expensive. In the course of this survey the complaint was frequently made that financial support for research work is very insufficient. Research funds nearly all come in the form of grants from outside bodies such as the University Grants Commission, with very little coming from the Universities themselves. The grant from the State Governments for the general support of Universities is usually based on total enrollment and therefore chiefly on the number of undergraduate students. Consequently, no account is taken of a University's strength (or weakness) and needs with respect to the expensive research work. Most Universities have no funds of their own with which to establish research fellowships or scholarships. Teaching or research assistantship is more or less unknown in the Commerce Colleges. Nearly all the Universities in the United States which are carrying on graduate work in business administration have graduate students each year who hold scholarships awarded by organizations outside the Universities such as research councils, foundations, societies, commercial and industrial companies, etc. It is unfortunate that these sources are more or less non-existent in Indian Commerce Colleges.

There is still another problem in research. It is being felt not only by the members of other faculties and some of the people in business and industry, but also by the commerce

Mr. R. R. Morarka, Member of the Indian Parliament expressed his views about the quality of research in the following way :

As far as I am aware no research of value is conducted in the Commerce Colleges in this country. What goes by the name of research is badly edited data, statistics and quotations from already out-of-date publications and putting these together into a typed volume to be presented as a dissertation for the Master's or Ph.D. degree. There is nothing like basic research. Commerce Colleges in India in their teaching and research activities are not at all keeping abreast of the most current business thinking and practices.

Most of the businessmen and industrialists appear to be equally dissatisfied with the quality of research in the Commerce Colleges. These are concluding lines of Mr. H. C. Kothari of Bombay :

There is hardly any fundamental research in business problem as it is understood in the United States Universities. Research work in Commerce Colleges appear to be of elementary nature and are not of much use to business. No college for that fact worries or bothers itself to conduct research into the various problems and principles that may be useful to business and to business community in general. In fact, they are more concerned in trying to keep up a higher percentage of passes and thereby secure a good name rather than to do any work of worth. In short, quantity rather than quality seems to be their motto. This, I believe, is because of the fact that the Universities do not have the incentive to go into this problem of quality.

### Conclusion

To conclude, it can be emphasized that much of the criticism is based on account of such conditions as : insufficient staff for teaching and direction of research work and personal

research, undistinguished staff, meager facilities, admission of students of doubtful promise, and low examination and teaching standards. While criticism of small quantity of research work is justified, the converse criticism is also heard almost as frequently ; too many small institutions are attempting to do too much, to carry on research work for which they are not equipped in personnel and facilities. There must be grave doubts about whether institutions which show such conditions should be attempting to carry on research work, and whether some institutions have not started research work too soon and in too many fields.

The defects and shortcomings in research work in Commerce Departments, as reviewed in this chapter, must not be allowed to blind any one of progress, though small, which has been made. The growth in certain aspects of the research work in commerce between the third and sixth decades of this century can be seen ; in increase in the number of institutions carrying on research work from three to twenty-six ; in increase in the number of students enrolled from nine to two hundred twenty-two ; in increase in the number of Ph. D. degrees conferred annually from three to ten ; in increase in the financial support to Ph. D. students from zero to an amount which, though not substantial, is still better than before ; and increase in the number of fields of research from mere applied economics to some important and basic aspects of commerce and business. Therefore, in spite of the defects and shortcomings, Indian Commerce Colleges have good reasons to be proud of the progress which has been made and is being made.



## CHAPTER V

# VIEWS ON COMMERCE EDUCATION

The problem today in India is to find out as to what is the best kind of education for a career in business. It has to be decided as to what subjects should be considered the heart of Commerce Studies, what areas of specialization should be provided, and how graduate work should be planned. Another important and even more complex question is of career requirements in business. Can requirements for specific jobs be taught, and if so, should Commerce Colleges teach them? Can the qualities of mind needed for success and responsible careers in business be identified? Can they be taught? Can Commerce Colleges serve in the reorientation program of the existing business personnel? Can the business houses give the needed cooperation to help the Commerce Colleges to do their work more efficiently? These are a few questions which demand urgent clarification.

Keeping all these in view, two questionnaires were issued. The first set (Questionnaire 'B') was sent to the personnel directors of a few representative firms under whom commerce graduates are working along with other graduates in various capacities. The second set (Questionnaire 'C') was sent to a few leaders in business and industry and to some leaders in the various socio-economic life of India.

Though the information required in the two sets of questionnaires were different, their purposes were the same. Both were prepared with the intention to know how these men feel about commerce education at the graduate level and about the commerce graduates who are coming out of the graduate schools. Opinion was also invited from these men as to how to organise things so that the real purpose of commerce education may be realized in India.

The findings of the first and the second questionnaires are discussed in order in sections to follow. Some of the respondents did send separate comments over and above filling in the questionnaire. Again some of the persons who could not fill in the questionnaire sent some general comments on commerce studies and commerce graduates. All these comments were taken into consideration while analyzing the data.

### **First Questionnaire**

This section deals with the findings on the opinion of personnel directors of various kinds of business in India.

A letter and questionnaire were prepared with two objectives : first, to find out how personnel directors of various firms and other kinds of business organizations feel about commerce education of India and of the commerce graduates working in their organizations, and secondly, how they think things can be improved so that commerce graduates may come up to the expectation of their employers.

The companies to whom questionnaires were sent were selected randomly. They were more or less representative of the population of business concerns in India. Care was also taken to secure a representative panel of firms in terms of

standard of graduate studies today as compared to the standard five years ago. 70 per cent viewed that *it is not improving* ; 7 per cent said that it is improving. 9 per cent mentioned that it is going down, and the remaining 14 per cent could not express any view. No one mentioned that it is improving very fast.

When asked about the extent that the discussion of actual cases from business and industry in the classroom will help the students in having an insight into practical business problems, 72 per cent said that *it would do to a great extent*, 13 per cent mentioned that it would do to some extent, and the remaining 15 per cent were of the opinion that it would do to a very great extent. No one mentioned that it would do to a very little extent.

The view of the respondents on supplying cases for discussion in the classes seemed to be very encouraging. Of the respondents, 84 per cent *were willing to send cases*, 9 per cent showed their inability to do so on account of practical difficulties, and the remaining 7 per cent were silent on this point.

Various measures of reform have been suggested by the respondents. The more important among them are: restriction of admission to those who are really good ; introduction of discussion and case methods of teaching ; selection of better teachers on high salaries ; association of business executives with teaching ; revision of the curriculum designed to provide both course work and independent and group study work covering the management concept and practices, major operational areas of enterprise, tools of management analysis, and certain concepts of social sciences which contribute materially to the understanding and operation of management profession ; and command of a foreign language to enable one to keep abreast of foreign business in thoughts and practices.

### *Practical Training*

One of the charges which is often leveled against the commerce education in Indian Universities is that it is too theoretical and has no bearing to the practical aspect of the

business. In order to remedy the defect of commerce education and to meet the observations of the critics that such education is absolutely theoretical, it is essential to find out ways and means to give a practical shape to the commerce study. One way to do this is to introduce some kind of practical training as is done in the case of medical studies or engineering education.

To the question whether introduction of practical training will add to the efficiency of commerce graduates, 96 per cent of the respondents replied *in the affirmative*, 2 per cent did not express any opinion, and 2 per cent did mention that no such training should be given. They asserted that commerce education at the University level should not be expected to turn out technically trained personnel specialized in particular branches of industry, business or trade. The University should be primarily and principally concerned with developing the minds of students and widening their mental outlook. They, however, felt that more attention should be given to create facilities in the Universities themselves for developing a practical bias to commerce education. There should be well-developed courses of studies, scientifically equipped business museums and statistical laboratories as well as well-equipped libraries. Much of the purpose of practical training can be served if Universities organize commerce tours with care and seriousness and if they arrange for special lectures to be delivered by high business executives relating to their business experience.

Regarding the time when practical training should be given, the respondents had different views. Nearly 66 per cent were of the opinion that *training would be useful only when the college theoretical work is over*. Nearly 24 per cent favored it during the duration of the studies. They wanted the training between the period when the students finished their first year of studies and before they entered their second year. About 7 per cent wanted it both during the enrollment and after the theoretical studies were finished. Only 3 per cent were of the view that students must have some practical training before they joined the graduate courses.

standard of graduate studies today as compared to the standard five years ago, 70 per cent viewed that *it is not improving* ; 7 per cent said that it is improving, 9 per cent mentioned that it is going down, and the remaining 14 per cent could not express any view. No one mentioned that it is improving very fast.

When asked about the extent that the discussion of actual cases from business and industry in the classroom will help the students in having an insight into practical business problems, 72 per cent said that *it would do to a great extent*, 13 per cent mentioned that it would do to some extent, and the remaining 15 per cent were of the opinion that it would do to a very great extent. No one mentioned that it would do to a very little extent.

The view of the respondents on supplying cases for discussion in the classes seemed to be very encouraging. Of the respondents, 84 per cent *were willing to send cases*, 9 per cent showed their inability to do so on account of practical difficulties, and the remaining 7 per cent were silent on this point.

Various measures of reform have been suggested by the respondents. The more important among them are: restriction of admission to those who are really good ; introduction of discussion and case methods of teaching ; selection of better teachers on high salaries ; association of business executives with teaching ; revision of the curriculum designed to provide both course work and independent and group study work covering the management concept and practices, major operational areas of enterprise, tools of management analysis, and certain concepts of social sciences which contribute materially to the understanding and operation of management profession ; and command of a foreign language to enable one to keep abreast of foreign business in thoughts and practices.

### *Practical Training*

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but mentioned that much would depend upon qualifications and experience of a particular teacher. It is surprising that not a single respondent thought them competent to be consulted on issues relating to general administration or on legal issues.

About 82 per cent of the respondents informed that none of their executives were directly or indirectly associated in any work with the Universities in India. Of the firms whose executives were associated with the Universities, 24 per cent were attached to the Universities in the capacity of the members of the Board of Studies of Commerce, 34 per cent were part-time teachers, and the rest were occasional lecturers on some business problems.

Those of the respondents who were willing to cooperate with the Universities if they invited their senior executives to the colleges in one way or another totalled 92 per cent. Some of them went to the extent of commenting that they would feel honored and they would not charge anything for putting the services of their senior executives at the disposal of the Universities from time to time. Nearly 4 per cent replied in the negative on account of some practical difficulties. Surprisingly enough, three of such respondents were from the State undertakings. Some 4 per cent remained silent on this particular issue.

Of the respondents, 83 per cent were *willing to help teachers by sending actual cases* from their business for class use and for purposes of research. Some of these respondents wanted some kind of assurance from the Universities that their business information would be in no case used for purposes other than teaching and research. Nearly 11 per cent of the respondents did not think it to be desirable in the interest of their business. Here again, unfortunately, one of the respondents was from one of the State undertakings. The rest of the 6 per cent did not answer this particular question.

Only 23 firms (out of 135 firms responding to the question—Are you making use of the Management Training Programs given by some of the Institutes in India?) were making use of some Management Training Programs given by Institutes. Some twenty-six respondents informed that they

have arrangements for such programs in the companies themselves. Only seven respondents had no information of any such programs being given anywhere.

Of the respondents, 27 per cent answered that they always encourage their employees to attend college courses in the evening—but not necessarily commerce classes. Nearly 93 per cent of the commerce colleges do not have evening classes.

Some 68 per cent agreed that *Management Training Programs would be helpful to a great extent* in developing the abilities of the present employees. Nearly 26 per cent said that it would be helpful to some extent. Only 3 per cent were of the view that it would not be of any help and the remaining 3 per cent had no idea. No one said that it would be helpful to a very great extent. Nearly 81 per cent of the respondents were of the view that *they would consider to make use of training facilities if they would be provided by the Universities*. The remaining 19 per cent remarked that Management Training should be given only by specialized institutes and that the Indian Management Association and National Productivity Councils should expand their activities in this respect.



Table 23

## POSITION HELD BY GRADUATES

<i>Positions</i>	<i>Commerce Graduates</i>	<i>Other Graduates</i>	<i>Total</i>
Managerial or Executive	25	207	232
Supervisory	277	468	745
Clerical	1,272	2,178	3,260
Total	1,574	2,853	4,227

From the figures for various positions hired during the years 1959, 1960, 1961, and 1962 it appears that there is no marked change in the percentage of commerce graduates vis-à-vis other graduates. This will become clear by looking at the following four tables.

Table 24

## PERSONNEL HIRED DURING 1959

<i>Positions</i>	<i>Commerce Graduates</i>	<i>Other Graduates</i>	<i>Percentage of Commerce Graduates</i>
Managerial or executive	3	29	10
Supervisory	16	52	34
Clerical	80	281	36

Table 25

## PERSONNEL HIRED DURING 1960

<i>Positions</i>	<i>Commerce Graduates</i>	<i>Other Graduates</i>	<i>Percentage of Commerce Graduates</i>
Managerial or Executive	-	5	0
Supervisory	7	20	35
Clerical	120	318	37

Table 26

## PERSONNEL HIRED DURING 1961

<i>Positions</i>	<i>Commerce Graduates</i>	<i>Other Graduates</i>	<i>Percentage of Commerce Graduates</i>
Managerial or Executive	1	7	14
Supervisory	9	25	36
Clerical	260	766	34

Table 27

## PERSONNEL HIRED DURING 1962

<i>Positions</i>	<i>Commerce Graduates</i>	<i>Other Graduates</i>	<i>Percentage of Commerce Graduates</i>
Managerial or Executive	2	16	12
Supervisory	16	49	33
Clerical	242	606	39

The opinion of the practical businessmen on the ability of commerce graduates to fit into business does not seem to be favorable. Most of the businessmen and industrialists who were interviewed by the University Education Commission in 1948 and the Commerce Committee in 1961 had reported that they have to train the commerce graduates in the ways of business in the same way as they have to train the arts or science graduates. Some of them even observed that the arts and science graduates are often easier to be trained on account of their superior intellectual equipment and broad general knowledge.

Keeping this background in mind the personnel directors were asked two leading questions : What is their experience regarding the performance of commerce graduates in their organisation, and how do commerce graduates fare vis-à-vis other graduates in their organisations ?

Of the respondents, 32 per cent reported that their experience regarding the performance of commerce graduates was

good, 43 per cent noted that *it was not so good*, and 20 per cent said that their performance was poor. No one of the respondents informed that their performance was excellent. 5 per cent of the respondents kept silent on this issue.

On making a comparison of performance of commerce graduates with other graduates, nearly 27 per cent reported it to be fairly well, 35 per cent noted it to be *not so well*, 18 per cent remarked it to be very well, and 12 per cent said it to be not well. In this case, too, 8 per cent of the respondents did not give their opinion. All the respondents who remarked not so well or not well were those who had noted that the performance of commerce graduates was not so good or poor.

On the question of giving preference to commerce graduates, 73 per cent of the respondents noted that *they would give preference to commerce graduates in accounts, finance, and marketing departments*. Twelve per cent would give them preference in personnel and labor management sections. No one suggested preference in production, general administration, public relations or research.

The usual defects and deficiencies mentioned were : lack in general education and often devoid of a sense of higher values ; lack of expression in speech as well as in writing ; no understanding of the social sciences and their application to business ; lack in analytical ability, in sophisticated command of analytical skill, capacity to deal with the external environment of business, and ability to cope with rapid changes in business ; and completely divorced from the realities of the commercial profession and the business world.

The steps which were often suggested by most of the respondents to remove the deficiencies and defects were: reduction of teaching materials in the courses by better integration of the new and old teaching materials which may be applicable and useful ; avoidance of dogmatic and one-sidedness in the teaching of theories ; emphasizing training of students in the art of understanding people and for this reason making behavioral sciences as essential features of the

curriculum of commerce education ; closer relationship of the teachers of business subjects with the economic process, business institutions, and philosophies ; drafting of teachers from practical fields by evolving an auxilliary teaching maintaining the academic ideas and standards ; developing the abilities and quality of character necessary for the practice of business administration, i.e., a capacity for exact analysis and the ability to take effective decision under the pressure of time ; and making practical training compulsory for all graduate students.

### Second Questionnaire

This section deals with the findings on the opinion of business leaders and leaders in other fields of India.

A letter and questionnaire were prepared with two objectives : first, to find out how leaders in business and other leaders feel about commerce education at the graduate level, and second, how they think things can be improved so that the benefits of commerce education can be realized in India.

Questionnaires were sent to 325 people in various parts of the country. These people are recognized leaders in their fields. Replies were received from 140 persons which constituted 43 per cent of the total sent out. There were comments from twenty-four persons who also filled in the questionnaire. Besides, there were comments from thirteen persons who did not fill in the questionnaire. All these comments have been taken into consideration in this analysis.

The following table will give an idea of the distribution of and response to the questionnaire.

**Table 28**

#### DISTRIBUTION OF AND RESPONSE TO THE QUESTIONNAIRE

<i>Persons to Whom Sent</i>	<i>Number Sent</i>	<i>Number Received</i>	<i>Percentage of Receipt</i>
Business leaders	150	73	49
Leaders in Government	100	45	45
Social and Political leaders	50	12	24
Directors of professional institutions	25	10	40
Total	325	140	43

*Aims and Object of Commerce Education*

All of the 140 respondents tried to answer this question in one form or another. Nearly 25 per cent of the respondents thought that the broad aims and objects of commerce education may be defined as the creation of a body of scientifically trained persons capable of managing commercial and industrial enterprises efficiently, competently, and profitably.

A majority of the respondents (58 per cent) felt that the basic objective should be to provide a professional training that imparts a knowledge of what the social relations and functions are of business enterprise and to let those who practice business understand what business institutions are and how they perform as social institutions functioning to take care of the need of the people.

They want the University to do at least three necessary and important things for their students : they should thoroughly ground their students in a body of theory and understanding necessary for those who want to think about what it is that they, and those like them, do ; they should train them in the skill and give them the knowledge necessary to conduct themselves later as professional men ; and, there should be greater emphasis on education for broad problem-solving and decision-making ability.

A few of the respondents (3 per cent) felt that commerce education should be a liberal discipline. Its objective should be to make human minds more analytical, constructive and sensitive apparatus of thought. It should not, and cannot prepare students for any specific or specialized job or profession. Its main purpose should be to give a broad and general education though functional competence should also be developed in this process spontaneously. The practical utility of commerce education to business should lie in the fact that it will turn out students : who are trained to collect all relevant facts, correlate them, think analytically and offer reasoned and logical solutions of problems and to have an understanding of the anatomy and philosophy of business structure and of the operation of the business world.

Beyond the above-mentioned objectives, some respondents felt that a commerce student at a higher level should have an education that singles out the stable elements and continuous process of administration and management, the recurring problems of human relations and adjustments, the hard core of organization and communication, and the art of leadership. The University should give to their students a set of values, not necessarily taught explicitly, which provide them with a code for their own conduct and for the profession. These elements, they said, are particularly important in today's organizational society where leadership, managership, and administration have become more prominent features of the business environment.

#### *Personal Qualities for Success in Business*

The personal qualities specified by the respondents will run into pages. The qualities given greatest weight by 60 per cent were : ability to get along with others ; industry—the ability to give all efforts to work ; willingness to accept responsibility ; an understanding of people and a feeling for the reasons of their behavior (included here is the ability to be a leader and a follower, as required) ; a determination to continue to study and learn ; and, moral character and superior (although not necessarily extremely high) mental ability.

Some respondents (10 per cent) tended to believe and put stress on breadth and imagination, judgement and willingness to accept responsibility and to take risk, ability to communicate, and command of general administrative skills.

In general, the study suggests a minimum set of general qualifications that can carry the executive quite far in the business world. This is not to deny that different combinations of ability, knowledge, and skill may be needed in different kinds of jobs or that the same combination may not be equally prized in all industries and by all firms. But the evidence does suggest that the commerce colleges would be well advised to concentrate on the basic qualities which are

generally required and on selecting more carefully the students endowed with the ability and other traits that business generally seems to require.

Most of the respondents (nearly 75 per cent) believed that the University can develop most of these qualities. A few (nearly 10 per cent) said that the University can develop only some of the qualities. They stressed that education for business executives is a life-long process. The University must lay a solid *basis* on which later on the business executive can improve his ability.

Some of the respondents made further comments on this issue. They said that in the past many businessmen achieved success without any formal preparation. They got their first jobs by accident and rose to the top by reasons of strong personal qualities. However, the 'self-made' man is rapidly becoming extinct.

One reason why University training is now almost a requisite for success in business is that modern business problems are too complex to be solved by mere 'horse-sense'. The very bigness of business makes even minor mistakes costly. The control of business resources and operations has become too important a job to be done by trial and error. Besides, there are many external factors that can seriously affect business. Taxation, government regulations, shifting trends of consumption and distribution, new methods and discoveries—these are only a few of the factors that put the successful operation of business beyond the abilities of untrained or narrowly trained men. Only broad training such as that offered by a University, can provide both the skills and the background needed to cope with the many ramifications of business today.

#### *Assessment of the Present Commerce Education*

Nearly 40 per cent of the respondents did not feel very competent to pass any judgment on the system of University Education. But from their experiences of University graduates, they had a feeling that the arrangements for the commerce education, perhaps leave much scope for improvement. One

or more of the following comments have been given by nearly 60 per cent of the respondents :

"In most of the Universities the standard is quite high so far as theoretical training is concerned. A major defect, however, is lack of practical training.

"Commerce education does not help to develop balanced personality.

"Universities have been giving a one-sided picture of the situation. *The courses in commerce have been—and are being—given by theorists who have derived most of their knowledge from books of the experience of others, not through the hard knocks of business and actual experience.*"

A vast number of University teachers in commerce have no background or familiarity with any kind of business and industry. The result is that the practical aspect is ignored and a student when out of the portals of the University feels lost when he enters the world of practical business. The knowledge and information that they come out with are often very much general and curiously enough, they come out with some sort of a fixed mind that business must be operated in the copy-book manner as written in the text-books. In short the practical bias is mostly absent and the fundamental concepts remain confused.

The lack of liberal arts courses in the curricula of Commerce Colleges is handicapping the advancement of commerce graduates in industry and business. *Most of them are deficient in at least three areas :* they are unable to get their ideas across to management in a concise understandable manner either orally or in written form. (This is on account of lack of training in the language). Their ideas of human relations are most inadequate and they have a very limited background in sociology and psychology, which results in their having difficulty in the industry in the general field of human relations particularly with other departments of their own concerns : and



they are often weak in the fundamental concepts of business and lack facility in mathematical techniques.

By and large, commerce education at the graduate level is still in its infancy in India. The present system of education is unfortunately inhibited by ideologies and controversies around which tend to cloud the main purpose of commerce education. For example, a professor who has developed a strong antipathy towards the business community can hardly be expected to propound a dispassionate thesis of business philosophy. Likewise, caught in the context of the controversy about the public and private sector, a professor's pre-conceived views tend to color his approach to the subject. Unless, therefore, we have a strong-willed professor who can take a dispassionate view of all issues, without being influenced by an ideological persuasion, it is rather difficult to expect a wholly satisfactory system of commerce education.

It appears that nearly 30 per cent of the respondents have no knowledge of what is going on in Commerce Colleges. Nearly 50 per cent of the respondents did believe that by and large Commerce Colleges are not keeping abreast of the current business thinking and practices in their teaching and other activities. The usual reason provided for this situation were : lack of practical business experience in the teachers ; lack of practical bias in teaching ; and non-introduction of more modern methods of teaching and research as is being done in business education in other advanced countries of the world.

This has not only given the impression of sterility of commerce education but it has also hindered its development as an energizing agent of business change. Businessmen know the facts of industrial and business life but they are less familiar with the art of correlating all of them to get at their meaning. Business scientists are beginning to know how to correlate and interpret all the facts but they do not know all the facts. Each has been living in "celibacy of the intellect".

A few of the respondents (9 per cent) believed that most of the Indian Universities, in their teaching are conscious of the changes. Most of them are quite sensitive to such needs. But they also felt that there appeared to be weakness in more than one area. The noticeable weaknesses appear to be : lack of general belief in dynamics of management, lack of knowledge in operational research, lack of knowledge in linear programming, and lack of experience in data control—preparing and channeling control data for use at various levels of management, lack of practical appreciation of automatic data processing.

### *Research in Commerce Colleges*

Nearly 35 per cent of the respondents informed that they have no idea as to what is being done by way of research in Commerce Colleges. Some of them, however, did inform that they do know that most of the researches made for the industry and business are coming from either the technical institutions on the technical side and from psychologists and sociologists on human relations.

Nearly 30 per cent of the respondents stated that they were aware of the fact that no basic research is being done by the Commerce Colleges. They believed that what goes by the name of research is badly edited data, statistics and quotations from already out-of-date publications and putting these together into a typed volume to be represented as a dissertation for the Master's or Ph. D. degrees. Moreover, the type of reports and research that emanate from these colleges are descriptive project reports in essay form rather than analytical studies with a practical bias.

Reasons given for this lack of research or low quality were : lack of research-oriented teaching ; lack of proper facilities for research ; complete absence of research faculty ; and lack of interchange of experience and information between the Universities and the business world, so that the people in the Universities are not in touch with the practical contemporary situations of the business world.

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mentioned schemes are put in force. Some of the respondents suggested one or more of the following steps :

The cooperation can improve only when a definite practical bias is introduced in the commerce education.

There should be representation of business interest on the Board of Commerce Studies of the Universities.

University teachers should be invited to join the faculty of in-service training program of business houses.

University should take up research projects relating to actual business problems.

Each University should organize a compact group of selected businessmen and University teachers which should meet periodically for interchange of ideas and discussing matters of common interest.

As a more practical step towards this goal every student after completion of the formal education of the University should be given a practical training in a business house. This practical training should be made a compulsory part of the requirements for the degree.

Commerce Colleges should immediately start Management Training Programs. The effects will flow both ways : the business managers will gain the advantage of exposure to an outside and independent point of view, and the participating educators will gain the advantage of exposure to actual business problems and business thinking.

Nearly 20 per cent of the respondents did not agree with the suggestion of employing teachers as consultants by the business houses. Their arguments were : consultancy is a specialized job and it should be left only to the professional consultant ; there is hardly any scope in the use of teachers as consultants because the number of such qualified teachers to act as a consultant cannot exceed a dozen.

#### *Programs for Reorientation of Management Personnel*

Nearly 90 per cent of the respondents agree that the existing personnel need a reorientation. They all felt that the

science of management is not the same that it was a decade or two back. The business techniques which were considered revolutionary in the last decade have become out-of-date today.

To build up competent managers, who know their own jobs and have the ability to lead, is one of the key tasks in every sector of the Third Five-Year Plan. For the most part, these men must be found from the middle grade of personnel within each organization. Both in the public and in the private sectors, there has been greater pressure at the higher levels, and enough attention has not been given to the development and reorientation of the middle grade personnel.

Most of the respondents felt that to profit fully from the rapid advances in knowledge and technique related to business operations, today's higher and middle level personnel should stretch their sights well beyond personal and in-company opportunities for advancement.

*The need for reorientation is all the more great in India because a majority of the existing personnel in higher and middle management have had no formal training in the science of business management. They happen to be there, just because they are either the owners of the business or close relations of the owners. It is high time that all such personnel must be trained in the modern techniques of management.*

A few of the respondents (3 per cent) did not agree with this idea of reorientation to all the people who are in the upper level of management. They made the following comments :

A successful man will never accept (why should he ?) to change his method of work.

Men with advanced age cannot go on learning new techniques.

Men in the higher level of management in India are quite up-to-date in the modern techniques of management.

These arguments do not hold any ground when we find that in advanced industrial countries of the West people go

courses designed to explore the whole question of morality in business are utterly essential. The exploration of current reasons for morality and immorality in business should be included. They further recommend that most of the courses should be designed to develop attitudes appropriate to judgments about ethical standards. Each student in a business school should—through a self-analysis—develop a code of conduct in business.

### Conclusion

There are in Indian business and educational circles certain traditions, customs, and ideas which are old, and these ancient are often in conflict with the younger and newer ideas of education and training for business.

There is a stirring and a feeling of the need for the development of trained business personnel—a need to train them faster and in greater numbers to meet and match the growing pace of technical productivity. But another fairly safe generalization is that most of the Commerce Colleges in India have done little or nothing to respond to this stirring within business nor to help meet the special needs that are beginning to be recognized. In spite of a growing realization of what commerce education can accomplish, there are impediments to progress lying both in business and in educational circles.

It is perhaps an understandable anomaly that at the same time business is evidencing a need for trained management materials there are instances where college trained business personnel are not 'appreciated' by the management currently running a majority of business enterprises. Generally this situation seems to arise from a lack of understanding of the potentials of such business recruits, although in other cases it may be the resistance that would be expected of a more or less inbred family ownership and control. Even when commerce graduates are employed, there have been instances of frustration on the part of employees simply because the employers did not know how to use the resource he had employed. This sort of thing still happens in most of the

*Western countries, of course, but certainly not to the extent that it does in India. In the meantime the management in the Western countries have themselves become 'educated' to the use of these business graduates. This 'meantime' will have to pass in the Indian situation before full utilization of Commerce Education can be expected.*



## CHAPTER VI

# A Plan For General Improvement Of Commerce Studies

Commerce education in India at the graduate level has been criticized on several grounds ; but the real cause of dissatisfaction is the poor quality of commerce graduates. The quality may or may not be poor vis-à-vis students of other discipline ; but it is certainly poor in terms of the assessment made by the businessmen in India. If the quality of students improves, much of the criticism at present made of commerce education would disappear.

Other points of criticism are the low caliber of teachers in the commerce faculty, defective and unplanned curriculum, defective methods of teaching and examinations, lack of proper type of research, and complete lack of contact with the business world

In this chapter a plan has been suggested which aims at : increasing the effectiveness of commerce teachers ; improving the quality of commerce students ; reorganizing the methods

of teaching and examinations ; and bringing closer the business scientists and the businessmen.

Other important issues relating to curriculum and research have been discussed in the following chapters.

### **Increasing the Effectiveness of Teachers**

The success of the educational process depends so much on the character and ability of teachers that in any plan of University reform the main concern must be for securing an adequate staff with qualifications necessary for the discharge of its many-sided duties.

The primary responsibility of a teacher is to arouse the interest of the pupil in the field of study for which he is responsible. He has not merely to convey factual information *and principles and generalizations which accrue from them*, he has to stimulate the spirit of inquiry and the criticism, so that minds may acquire the habit of exercising independent and unbiased judgement, and to learn to discriminate between adequate and inadequate, relevant and irrelevant data, and to avoid the extremes of haste and indecision in arriving at a decision.

No teacher who is not a master of the field, and who is *not in the touch with latest development in his subject* will ever succeed in inspiring pupils. Research and quest for new knowledge is not merely an additional casual activity of a University teacher, it is an essential part of his function and may be neglected only at the peril of intellectual stagnation.

Unfortunately, the position in the commerce section is far from satisfactory. The evidence from the Universities and outside point to great dissatisfaction with the existing faculty conditions and deep concern over its consequences.

The reasons given for this state of affairs are low caliber faculty, poor salary, uninspiring working and service conditions, and excessive work load.

### *Increasing the Supply of Qualified Teachers*

There are three primary sources of additional personnel : attracting from other disciplines scholars capable of making

effective contributions to the field of commerce ; adding businessmen to the staff ; and inducing a good number of young men of high intellectual capacity to pursue graduate work in commerce and to enter the teaching profession.

The conversion of men from other disciplines may not provide substantial numbers of new faculty members unless the field will be made attractive for them. Some of the useful ways of attracting talented men from the various disciplines are : the use of teams on research projects requiring different approaches ; the operation by schools of summer programs to acquaint men from several social sciences with the intellectual opportunities in the study of commerce ; and in particular, the offering by schools of programs for social scientists calculated to reveal to them the challenge to *their disciplines of concrete problems in commerce studies.*

Commerce schools should utilize able and adaptable part-time teachers from business. Businessmen with brilliant intellect and academic interest may be reoriented into academic careers. This is an important reservoir of faculty personnel, both quantitatively and qualitatively. The results would enhance the prestige of the school, benefit the programs, and provide a rewarding life to these businessmen. Business would gain because such teaching experience in a commerce school is one of the best executive development tools available.

Schools should constantly be alert to the need for attracting young men to teaching and should encourage such promising persons. Emphasis should be placed on ultimate material rewards and on opportunities provided to make substantial contribution to progress of the society.

The skills of individual teachers may be improved by advanced study, refresher courses in summer sessions, and consulting work. A few institutions should arrange faculty development programs patterned in general after executive development programs, but with emphasis, for example, on new instructional methods, recent advances in various areas of business administration, and current trends in the development of graduate studies in business in the world.

The teachers must have an opportunity for themselves acquiring practical knowledge and contact with practical experience in their subjects. For this purpose there should be a well-organized scheme of practical training for teachers, opportunities being given to them, either during vacations or for longer periods in defined cases, to work in some commercial or industrial concern and getting paid during that period either by the employer or by the academic institutions to which they belong.

### **Improving the Economic Status and Academic Working Environment**

Most of the Universities are finding it hard to retain their best teachers. The good old time when the profession of teaching attracted those whom no worldly rewards could tempt are no more. In this age of money, economy and profit motive it is vain to expect that teachers alone would rise above the spirit of the time.

The economic position of teachers, measured in terms of the purchasing power of the rupee has declined relatively and absolutely during the last fifteen years. Furthermore, they have failed to maintain their position in relation to other professionally trained groups. Salaries are below, and in many instances, substantially below, those offered by business. They are lower than those offered by government. When it is considered that the various non-salaried benefits, such as retirement plans, are seldom as favorable in education as in industry and government, the relative economic status of a member of a faculty becomes even less satisfactory.

An upward adjustment in salary scales sufficient to correct the deteriorating financial position of the teaching profession must be made. A desirable goal would be a salary commensurate with the members of the legal and medical profession in the same geographical area. While it may not be possible to introduce identical pay scales in all the institutions, the disparities ought not to be so great as it is today. The

following scales of pay may be recommended for different grades of teachers :

Lecturers	Rs 500—Rs 1,000
Readers	Rs 800—Rs 1,500
Professors	Rs 1,200—Rs 2,000

Security of tenure and reasonable prospects of advancements are essential to maintain the health and tone of a service. Promotion from lecturership to readership and from readership to professorship should depend upon consideration of experience, scholarship, and research as well as distinction in teaching. Mere seniority should not be the ground for promotion. Automatic salary increases without regard to merit stifle incentive. Time served is not a measure of growth in academic competence. A University which allows considerations other than those of intellectual eminence as objectively demonstrated through contribution to learning and extension of the boundaries of knowledge will soon lose its moral prestige and with it the authority due to true scholarship.

If salaries were adequate, faculty members would need to give less thought to supplementary income. Until such a goal is reached, and even to some extent thereafter, such form of income, however, cannot be neglected or ignored. Writing, examining papers, lecturing, and summer teaching are ways for providing additional income. Consulting activities, provided they are of a high level, constitute a valuable experience, both financially and educationally, for members of the faculty. Such activities should be encouraged within limits because of their positive contribution to the educational growth of the staff. Continuing research opportunities and facilities should be developed for the members of the faculties to provide training and supplementary income.

Improved benefits for faculty members should be provided in the form of better retirement annuities, life insurance, and medical care. The faculty member should be aided in buying his home, in securing low-cost education for his children, and in travelling and studying during his summer and sabbatic leave. A more liberal attitude is also desirable with respect

to the expenses involved in professional memberships and attendance at professional conventions, in inspection trips to *business firms, and in participation on business committees* engaged in study and planning.

The academic working environment should be improved. It would be useful to limit the size of the class to not more than *twenty students in order to make individual attention* more possible. The number of teachers should be increased to make the ratio of students to per teacher not more than 10 : 1. No teachers, whatever his hierarchical level in the institution may be, should be asked to handle more than two subjects, though an ideal arrangement would be to give him only one subject. There should be a definite limit on the number of hours of lecturing that he should do. The work load should not increase more than ten hours per week. Encouragement should be given for undertaking research, with provision even being made in the approved work load for this purpose.

More library space, more seminar and discussion rooms, better classrooms and more business machines and equipment should be provided. Better office and research facilities should be available. Adequate secretarial and assistants will improve the faculty member's productivity.

### **Expanding Research Opportunities in Commerce**

Schools of commerce have the paramount responsibility of making significant and creative contributions to fundamental knowledge and understanding throughout the entire field of business administration. Such contributions will enable business administration to meet more successfully the challenge of changing economy and the faculty to do a better teaching job. To meet this responsibility, imaginative and far-reaching programs of research are demanded.

Adequate time and financial assistance should be provided for faculty members who are interested in basic as well as applied research. Support from government and business should be sought for basic research in commerce, especially of an interdisciplinary kind. Much can be gained by

cooperative research projects which bring to bear on business problems of such fields as Mathematics, Psychology, Economics, Sociology and various combinations of these disciplines.

Schools of commerce must be composed of scholars as well as teachers—persons dedicated to the search for truth and the advancement of knowledge for the betterment of society. Through creative and cooperative efforts schools have the responsibility and the opportunity of aiding the future administration of business enterprise.

Research will enrich the curricula of all schools. Research will raise the prestige of institutions and will be a magnetic power for attracting other brilliant minds. Research will provide the means of attracting scholars from other disciplines to aid in the joint solution of vast and complex problems of business enterprise.

To create an institutional environment wherein a community of scholars is offered unlimited opportunities to do creative work of a high order will give to teaching in schools of commerce an intellectual challenge and a sense of dedication that will enable such institutions to hold and attract men of quality.

One of the attractions of teaching has been in the amenities of the profession—the greater amount of free time, security, prestige, opportunity for doing creative work. College administration should give increasing attention to all possible prerequisites as one means of maintaining an efficient and adequate staff.

### **Improving the Quality of Students**

In one sense, commerce sections are not at all unique in having to cope with heterogeneity arising from differences in the quality of students. What is striking, however, is the evidence that commerce gets a much larger fraction of poor students and a smaller percentage of the best students than do the traditional professional fields.

Although one can argue the significance of the statistical differences in the data and perhaps even question their relevance,

the data appear to lend credence to a popular academic 'image' of the Commerce Department as a refuge for the rejects of other divisions. The case is arguable from both sides but this 'image' of the Commerce Department may constitute a serious obstacle to the admission of higher caliber students.

Truly professional training implies standards which are presumably higher than those applied to the college population as a whole. Few would deny that at least the upper and middle level of business call for a high order of competence, although this competence is the product of a number of factors in addition to what is measured by intelligence tests. As is known, the need for a high order of business competence grows *pari passu* with the increasing complexity of business operations and of the environment to which businessmen must adjust. If commerce programs are geared to the pace of the poorest students, the need of society for adequately trained businessmen is not being met.

The answer seems to lie in higher standards. Standards must be raised either through more selective admission or through higher attrition rates. Scholastic aptitude tests have been developed to a high degree in many other countries. Such tests could form a valuable supplement to present achievement examinations.

Most of these tests are confined to measure mental ability of students. Competence in business, however, is a product of more than mental ability, and above some critical level the association between 'intelligence' and business success seems to be relatively weak. In fact all too little is known about the other kinds of personal qualities that make for business success. Whatever these other qualities are, they are almost certainly unequally distributed among Commerce Students. *Since these non-mental qualities apparently play a more important role in business success than they do in most professions, it is important that the schools know more about them and that business education be geared to develop the qualities that are discovered to be most important. Here again is a selection problem.*



The practice of admitting only B. Com.s to the Master's program must be discontinued. The doors must be opened to all graduates who have the mental ability and capacity to be successful business administrators. As a general practice the Graduate School of Commerce should not limit their admission to holders of a Baccalaureate Degree in Commerce. Students from the departments of arts and sciences should also be invited.

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Admission should be granted only to students showing high promise of success in Graduate Commerce Study. Various measures of high promise may be used: these include: the candidate's performance on the Admission Test for Graduate Study in Commerce. (It will be necessary for Indian Commerce Schools to develop their own aptitude tests. Such tests may be developed under different conditions in an exploratory fashion. Only as they prove to be sound predictors of later achievement should they actually be used as one element in the selection procedure.) ; the candidate's undergraduate grade average and the trend of his grade during his undergraduate schooling; and the candidate's rank in his collegiate graduating class. Ordinarily such measures of promise should be used in combination and a final judgment should be arrived at accordingly rather than on the basis of a single criterion. Ordinarily, likewise, the candidate will stand well above average by most of the measures. In addition, more personal counseling is clearly necessary.

The time has come to put an end to the all too common situation in which the Commerce School is regarded as a dumping ground for poor students. Students who cannot do graduate level work do not belong in a Graduate School of Commerce.

### *Measures for Dealing with Economic Difficulties of Students*

The economic difficulties which the Commerce Graduate students face cannot be removed overnight or in isolation from the rest of the society. Conditions in academic institutions will remain unsatisfactory until there is general improvement in the economic situation of the community.

Nevertheless, every attempt must be made to effect improvements and remove disabilities as far as possible. Some of the measures proposed will require assistance from public funds. Commerce education is an investment in the economic development of the country. Adequate finance should be forthcoming from the government to help the students.

Steps can and must be taken to increase facilities for meritorious students who are economically handicapped. *There is at present provision for scholarships, stipends or other concessions for about 10 to 15 per cent of the students.* The number of such beneficiary from public revenue is very much greater in countries like Great Britain. In a University like Oxford over 80 per cent of the graduate students are in receipt of public assistance in one form or another. The government resources in India may not allow public assistance on such a scale, but some increase in the present provision is both necessary and possible.

Most of the business schools in the United States which are carrying graduate work have graduate students each year who hold scholarships or other forms of financial assistance awarded by organizations outside the Universities, such as research councils, foundation, societies, and commercial and industrial companies. It is surprising that these sources are altogether absent for commerce institutions in India. Steps should be taken by institutions to tap all these and other agencies.

Loans to a few individual students who find themselves in financial difficulties are a normal feature of academic life in most of the schools in the United States, Canada, and Great Britain. They raise no special problems. Institutions have their own techniques for ascertaining needs and arranging terms of payments. This system of loans to students should be introduced in India.

There are two arguments in favor of this form of assistance. The first is from the point of view of social objectives. Higher education, it is argued, is an investment that, in many cases at least, carries with it the prospect of earning *substantially higher than the earning of those who have not*

will develop the ability to recognize the process as it relates to specific new situations ; the students will develop the ability to apply the knowledge of theory to problems of business policy ; the students will develop the ability to establish cause and effect relationships in business phenomena ; the students will develop analytical ability and understanding of what can and cannot be done in quantitative business analysis ; the students will develop skills in analyzing economic and business data and in conducting business and economic investigations ; the students will be able to recognize inter-relationships among different parts of the subject ; the students will be able to identify the major ideas and assumptions in human relations and organizational behavior ; the students will develop skills in identifying the implications and consequences of business policy on social change ; the students will develop the ability to work together in a group ; and the students will develop intellectual curiosity and the spirit of inquiry in relation to business phenomena.

### *The Methods of Teaching*

In a well-organized course of instruction different types of teaching should be combined. The view that the lecture is an archaic survival from the days before printing was invented does not seem to be very realistic. A well-planned and well-delivered series of lectures can give a sense of proportion and emphasis lacking in tutorial discussion, seminars, and case study where teaching often strays into by-ways. Lectures bring to students modifications of what they find in their textbooks, suggest wider reading, and, when given by lecturers in touch with recent developments, can be a source of stimulus and inspiration. The lecture is necessary where a genuinely synoptic view of a subject is to be given. Lectures of this kind which lay down principles and survey a subject widely are particularly valuable for students. Attendance at lectures gives them a necessary frame to a week's work, makes them feel a part of a community of learning, and leads to wider intellectual contacts with their fellows than membership of small classes alone can give.

There are two elements of a tutorial system that should be universally accepted. First, every graduate student should be assigned at entry to a supervisor whom he can consult at any time over his work and, if he wishes, his personal affairs. Second, there should be regular and systematic setting and returning of written work, as providing the student with a focus of attention in arranging his studies. In the educational revolution that India is living through, there is a special and mounting problem of large numbers of young people coming up to the University without a background of higher education and culture in their homes. They need to be given a sense of security and confidence in what is to many of them a disconcertingly strange and impersonal world. They also need constant practice and adequate training in the art of communication, both oral and written.<sup>2</sup> Properly guided discussion and help in orderly and lucid presentation of their work should balance lectures in which the subject is presented magisterially. In tutorial classes the lecturer should direct and develop the thought process of the student and the student, in turn, should discover how to analyze, judge, and evaluate facts, events, and values.

In most of the Business Schools in the United States, the case method of instruction has been found to be increasingly useful and popular. This system has been introduced in a few schools in India, too. There is no reason why this useful instructional method should not be combined with other methods which are followed in most of the Indian Schools. It has been seen that when the students are confronted with real business situations, they are bound to evaluate facts with care and interest and thus understand the realities of the business world. In India one may not hope very much to get the same amount of cooperation from the businessmen and industrialists in preparing case materials as is available in the United States, yet a start should be made in this direction.

An interesting way of employing the case method has been developed at the Wharton School of Finance and

2. Sumant Roy, *Planning For Higher Education* (Madras : Educational Publishing House, 1962), p. 73.

students capacity for written communication (they should be required to write business reports of various types and to prepare term papers) ; and public speaking and presentation of an oral report in order that students acquire power of oral communication and gain confidence in facing groups (public speaking on business problems should be introduced).

*Secondary Methods for Giving Realistic Outlook :* Secondary methods can be employed particularly for giving students a realistic understanding of the business world, though these methods will have other advantages, also

Tours may be organized to industrial centers, port towns trading centers, etc., and should be made more meaningful than mere sight-seeing. Students should maintain a diary and turn out a tour report on such issues as factory organization, rationalization methods, public relations, costing, etc.

Students may be sent to business executives for interviewing them with a view to obtain information on company practices in a given field to verify theories, etc. This will give them an idea of the thinking pattern and general behavior of business executives.

Lectures by eminent persons in the field of business administration in private and public sectors can be highly useful. It is a very good way of keeping in touch with the business world and interchanging experiences with business executives.

Students may be required to take up modest projects involving practical investigation relating to a problem of trade or industry and preparation of a brief thesis. The projects may relate to problems of marketing, export promotion, sales promotion, budgetary control, investment analysis, etc. Such projects should cover more than one establishment so as to provide room for simple generalizations.

*Secondary Methods for Teaching Subordinate Skills :* Commerce departments should set up laboratories, museums, and workshops which can serve a variety of purposes but which can also have a training function. They can give

training to advanced students and researchers in skills which are part and parcel of study and research functions. They can provide facilities for this training in a rather formalistic way. They can also prepare personnel for specialized jobs in the business world, like those of business cartographers, display experts, computer operators, and so forth.

For a better result, lectures and other methods need be better geared together. It should also be recognized that teachers differ in their powers and that more attention should be paid to their diversity. There are some first-class lecturers who have little gifts for intimate teaching and some who are first class in conducting discussion are poor lecturers. There are teachers who have a special gift for establishing personal relations with students and might well be given a larger share than other in the work of personal supervision and a smaller share of formal teaching.

Any method of teaching must provide utilizing experiences which are continuous and interactive. The teacher should explore vividly the possibilities of the environment in applying whatever method is to be used in the classroom. Various methods of instructions are only ways of procedure of aiding and guiding the thinking, the emotional experience, and the behavioral pattern of the learner.<sup>3</sup>

Specific teaching method plans cannot and should not be passed on from one teacher to the next, nor from one year to the next. Individuality in teaching must be acknowledged. Routine methods are not progressive methods. The alert teacher should apply part or all of many new and tested methods to his particular situation and personality without losing sight of general teaching objectives. The method must always acknowledge quality before quantity, individuality before formalized uniformity.<sup>4</sup>

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3. F. T. Struck, *Creative Teaching* (New York : John Wiley and Sons, 1938), pp. 6-8.

4. S. J. Turille, *Principles and Methods in Business Education* (Staunton : McClure Printing Company, 1949), p. 211.

## Library

As the library is second only to the instructional staff in its importance for high quality research and instruction, every effort should be made by the authorities to make the library as well equipped and as efficient as possible.

At least Rs 40 to Rs 60 per graduate student must be spent each year on the purchase of new books and journals. As it will not be possible for a library to purchase the increasing number of good publications which come out year after year out of its fixed annual allotment, a special non-recurring grant should be made once in five years to cope with the arrears of books and journals. More money should be spent on the purchase of research reports and research journals. The foreign exchange regulations for the purchase of books and journals should be very much liberalized by the government.

The library should have adequate and well-qualified staff. Sufficient attention should be paid to the reference services of the library. The reference assistant, if he is properly qualified, will be in touch with the teachers and guide students to the proper volume and proper section in it. The reference assistant can be of help not only to students but also to teachers in their special subjects of study. Bibliographical and documentation work should be developed in order to make libraries proper centers for research.

## Examinations

Tests and examinations should be designed chiefly with educational ends in view. They should help in the counselling and guidance of students, in measuring their progress, in diagnosing present conditions and in devising remedial measures, and finally in assessing educational achievement.

It is being realized everywhere in the world today that the important function of examinations is to enable the teacher to provide assistance of the right kind at the right moment. This can only happen when examinations are more comprehensive and informal and teachers associate with the students

of these objectives a University should, in one form or another, adopt three systems of examinations : objective testing methods ; essay-type examination ; and assessment of classwork.

### *Objective Testing Methods*

It has been definitely established by data based upon thousands of cases in different institutions that success of students in the University can be more reliably predicted by objective tests than by any other types of examinations. The objective test makes a wide range of questions possible. Such wide sampling is thus made possible that the result obtained is very nearly that which could be obtained if the performance in the subject could be measured completely. By eliminating all personal whims and fancy, mood of the examiner, or widely varying standard of expectancy among the examiners, the objective tests are immune from errors due to the subjectivity of scoring.

The objective examination does not lend itself to cramming and hasty preparation. Achievement tests are so comprehensive in character that there is no such thing as 'spotting' questions or covering the subject in a predictable cycle. The objective test not only saves time, it saves money and personnel as well. More time and care has to be applied in preparing objective tests, but time in marking is negligible to the long, laborious process of reading and marking the essay-type examination. The administration of the examination is simple and the vast array of persons now engaged for examination can be dispensed with.

Fortunately there is a wealth of scientific work on testing, measurement, evaluation, and appraisal done in the West, and especially in the United States which can help the Indian Universities very greatly in devising objective methods of testing. The discovery and utilization of statistical concepts and techniques have helped the growth during the last four decades of an elaborate science of mental measurement which Indian Universities would do well to harness to their pressing educational needs.



The Graduates Record Examination in the United States, inaugurated in 1936, as an experiment in testing achievement at degree and post-graduate levels is now used by many Colleges and Universities in all the fifty States. Besides this, there are other achievement tests which are used to discover the extent of knowledge or skill which has been acquired and retained by a student. There are general achievement tests as well as tests of achievements in special subjects. The general battery-type of achievement tests help to give a picture of the total instructional situation. They give a profile chart indicating points of strength and weakness which can be further analyzed for diagnostic and remedial work.

It will be desirable that such tests be developed in India. *These tests should be developed on the United States Model* which represents over thirty years of work and scientific examination, the expenditure of millions of dollars, and wide application in many fields.

Such objective tests should be given twice for each subject in an academic term and one-third of the total marks of a subject should be reserved for this type of examination.

### *The Essay-Type Examination*

The essay-type examination which prevails today in India suffers from some major defects, but it has some advantages, too. By itself, this type of examination may not be expected to fulfill the basic conditions of a good test, but in conjunction with more objective techniques it may be utilized to great advantage. Again, the full introduction of the new methods of objective testing measurement and appraisal will take some time. It should, therefore, be the concern of all educational institutions to improve this type also.

This improvement can be brought about in the selection of test contents, in the framing of questions, and in the scoring of results. The exact purpose of this type of examination must be understood by both the examiner and the students. *The emphasis should be expressly on thought, acute reasoning, critical exposition, creative interpretation and other types of mental activities in relation to the material of the course.* Its

main concern should be with topics involving relations and problems.

Definite steps should also be taken to minimize other outstanding defects of the essay-type examination, viz., the subjectivity and the subsequent inaccuracy of marking. The system of getting each paper valued by two independent examiners seems to be very just. Studies like those conducted by F. L. Kally,<sup>5</sup> M. Stalmaker,<sup>6</sup> V. M. Sims and others<sup>7</sup> lead to the conclusion that this traditional essay-type of examination can be fairly reliably scored if precautions are taken.

It may be recommended that this type of examination should be given at least twice in every subject during the particular academic year and that one-third of the marks allotted to each subject be reserved for it.

### *Assessment of the Classwork*

No credit is, at present, given for classwork. It will be conducive to efficiency both in teaching and learning if some credit is given for the classwork. It will make it possible to spread the work uniformly during the academic year and the very common practice of work at high pressure in the last few months immediately preceding examination, will be effectively discouraged.

It is recommended that one-third of the marks allotted to each subject should be reserved for work done during the course of instruction. At least one term paper should be required as a part of this course credit.

### **Wastage**

We have seen the degree of wastage at the graduate level. It should be an essential part of the responsibility of any

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5. F. L. Kally, *Teacher's Marks: Contribution to Education* (New York: Columbia University, 1941).

6. M. Stalmaker, "Essay Examination Reliably Real", *School and Society* (November 20, 1937).

7. V. M. Sims, "The Objectivity, Reliability and Validity of an Essay Examination Graded by Rating", *Journal of Educational Research* (October, 1937).

management materials there are instances where college or institute trained personnel are not 'appreciated' by management currently running many European business enterprises. Generally, this situation seems to arise from a lack of understanding of the potentials of such business recruits.

Everybody believes that the marriage of theory and practice is ideal. Business can supply the latter in almost limitless quantities. Just as business should be charged with the need for getting its men into the school where they can add further chapters to the textbooks, educators should be cautioned not to guard their teaching prerogative so closely that they shut out a valuable source of help and guidance. Business and schools each have volumes for the other; each must constantly make overtures to see that the two forces are united.<sup>9</sup>

The element of mutual cooperation and confidence is critical. Meeting the grave challenge of improved programs of education for business calls for many obligations—for maintaining standards, for strengthening teaching methods, for concentrating on educational contents. But all these things, in turn, hinge on working out closer relationship between the educators and the managers of business enterprises. More sympathetic alertness to the other's problem is essential from both sides of the equation. Thus the need today is for closer continuing contact and interchange between the business community and the commerce schools, so that each will more fully understand the other's need and problems, thereby enhancing the effectiveness of both.

### **The Form of Cooperation in the United States**

In the United States, business cooperates with Universities in various ways. Whenever business faces a problem, Universities not only share it but also suggest ways to solve it. Business consultancy service by the academic experts is a much valued method in this regard. The Universities have

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9. Thomas H. Carol (ed.), *Business Education* (Chapel Hill: The University of North Carolina, 1954), p. 45.

remained a repository of various experiences of the managers of industry and have helped in method innovation, product innovation, marketing prices, profits, and productivity. Such penetrating studies based on one single corporation as Peter Drucker's *Concept of Corporation*<sup>10</sup> and Melman's *Decision-Making and Productivity*<sup>11</sup> are examples of what cooperation between Universities and business can do. Not only did the corporation (General Motors Corporation) remain completely open for academic inquiry, but also it helped the researchers to know the aspects of its organization better by answering questions. There was no hide and seek about the name of the corporation and the freedom of these researchers to reach independent conclusions was in no way impaired.

Another example is the offering of executive development programs by Universities. Today, less than thirty-five years after the idea was first tried, forty Universities in the United States offer major educational programs for executives. One of the most important task of the business schools is to help companies realize that their future depends on the development of the talent in their plants and offices. It is considered by all that executive development is a responsibility of special note. Everybody realizes that there is always going to be a shortage of such talents, and that it would be tragic to waste it. The University's programs for executive development which are carefully designed are contributing significantly to an effective overall attack on this problem.

Still another example is the case method of instruction. The cases collected by the schools are all live problems of industry and the minute details of these cases show that without the whole-hearted cooperation, these would lose much of their meaning. The use of the case method of teaching suggests that the industries and businesses in general do not hesitate to part with the details of their problems.

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10. P. F. Drucker, *Conception of the Corporation* (New York: The John Day Company, 1946).

11. S. Melman, *Decision-Making and Production* (New York: Wiley, 1958).

Teachers and managers have several common platforms like the national Industrial Conference Board, National Bureau of Economic Research. The American Management Association, National Association of Accountants. In all these there are opportunities to make a joint focus on business problems.

It has been realized by every progressive businessman and educator in the United States that free interchange between school and business creates a meeting ground where each can inspect at close range the ideas and techniques of the other.

### **A Lesson for India**

It is necessary that Indian business houses should be brought into the picture of progressive development of commerce education. The creation of a practical bias in commerce education would also be assisted by mutual contact and active collaboration between teaching institutions and the business organizations. Ways must be found out to get businessmen and teachers together for periodical consultation. The teaching institutions should adopt the practice of frequently inviting business executives to come and give talks to their students and teachers on business topics of general interest or related specifically to things that are being studied and taught. It would also be useful if teachers of commerce are associated, whenever possible, with local branches of organizations like Productivity Councils, Management Associations, Institutes of Personnel Management and other bodies where businessmen get together to discuss their problems and improve their efficiency.

Teachers should be allowed to do consultation work and private employers and government be requested to develop the practice of using these teachers as consultants in their special fields.

Universities should devise Management Training and Executive Development Programs. Indian and foreign enterprises operating here which have Management Training Programs within their plants may be contacted to coordinate plans for higher management training with Universities.

One way to link the business community to commerce schools through a significant research program is to establish a Business Research Advisory Committee. This committee can help guide the investigation, suggest some of the problems, help to provide cooperation in field study, and review the research findings. Many thoughtful business leaders would be only too willing to serve in such a capacity. With committees of business managers advising commerce schools in all parts of the country, the cooperation of the entire business community can be enlisted to vitalize research programs in the schools. It would even seem possible that as management is drawn into research programs it may well be willing to provide some of the necessary funds to carry it out.

Another way to bring about the integral relationship between business and commerce school faculty, to the benefit of both, would be the actual physical presence of commerce schools professors in the firm at the time of important decisions. For example, when major capital spending programs are being considered by a company's board of directors, the actual presence of a highly qualified professor would aid him immensely in evaluating the factors affecting capital spending decisions. At the same time, the business firm would obtain from the professor his considered advice about some of the applicable broad business factors. There are many examples in the United States of business school professors who are themselves on the board of directors and take part in the critical decisions. Such participation should be encouraged in India, and extended to other major decisions, of course with the proper safeguard against the improper use of highly confidential information.

The business community in India should equally realize that a strong obligation rests upon them to assist the institutions who supply management manpower. If the Indian commerce institutions are to be called upon to provide this basic training for business, then business itself must surely assume a friendly, cooperative and appreciative attitude towards those who form the cadre for the training program.

The more active cooperation they render in the building up of the youth who will ultimately run their business, the better from their own point of view.

Business cannot flourish in isolation. It cannot remain detached from the currents of intellectual thought enshrined within the campus of Universities where the *creative genius* resides. This consciousness is already in evidence, but an effort by commerce institutions to prove this utility by active participation in solving the practical problems of industry and commerce will tend to hasten the process.

### Conclusion

India is at the threshold of a gigantic industrial revolution. The 'take-off' stage is round the corner. In this transformation both the industries and educational institutions have to play vital roles with imagination. Educational programs and research should be harmonized to cope with the growing and exacting requirements of commerce and industry. Business and educational institutions have an exciting opportunity to be partners in making this revolution a real success. For each, there is the prospect of tremendous gratification in achievement, and for each, the sober responsibility of errorless judgement. The enlightened businessman and educator with vision can and should form an alliance which will carry India to greater heights.

It can safely be predicted that the expansion of commerce education is bound to be embarrassingly rapid with the general prosperity of the country. But commerce colleges will tarry by the wayside if they fail to produce competent graduates for managerial, secretarial, and administrative duties pertaining to industry and trade. Commerce education has, therefore, to be planned with a definiteness of purpose. It is imperative that Indian Universities, businessmen, and the government should get down to need-oriented system of commerce education so that it may prove useful both for industrial expansion and research.

## CHAPTER VII

# A PLAN FOR THE MASTER'S CURRICULUM

In this chapter a model plan will be proposed for the graduate students at the Master's level. The proposed curriculum represents a radical change in the training of Commerce Graduates in India. It has been noticed that a Commerce Graduate generally goes in for one of the following careers :

- A career in general management
- A career in business management
- A career in industrial management
- A career in teaching and research

This plan of study has been prepared keeping in view the requirements of the above-mentioned careers.

### **Aims and Objects**

The aims and objects of this curriculum are : to develop in each student (a) understanding of how major operating and staff functions of an organization work, what their problems



are, and how they are related to one another : (b) comprehension of the breadth and depth of the general management task ; and (c) knowledge of the qualities and skill in the activities of all those who manage to acquire new approaches and attitudes that will enable students to effectively solve administrative problems in their technical and human aspects ; and to develop in each student a broader understanding of the influences of today's economic, political and social environment on business and on the men who make policy decisions.

### **The Curricula—A General Approach**

There is a common core of skills at the center of management in whatever field this may be exercised, and the teaching of these skills is clearly a basic requirement of any course of study in management. These skills are not sufficient by themselves but require background knowledge of the medium in which the management functions are to be exercised and a knowledge of tools by which the task of management are carried. In addition to these common components a knowledge of the techniques pertaining to the particular field of management is necessary in greater or lesser details according to the level of management. Theoretical study cannot alone serve the purpose. There must be some arrangement for practical training for a particular period of time.

Thus the subjects of study at the graduate level in commerce may be divided into the following five sections :

1. Background subjects
2. Tools of Management
3. Management subjects
4. Specialized operational subjects
5. Practical Training.

### **Background**

The background of knowledge necessary to a student of commerce can be subdivided into two parts. Firstly, the history of the development of industry and commerce, and the evolution of management as a distinct function ; and secondly,

the framework of law, both natural and political, within which the task of management has to be carried out. The former is important not merely as a matter of general interest but because a knowledge of the past is a guide to the future and a clearer image of the complicated problems of today can often be seen reflected in the simpler situations of earlier days. The importance of acquiring familiarities with the economic and legal aspects of commerce and industry, as well as with the laws affecting human behavior, needs no elaboration. The background subjects should therefore be related to the growth and structure of industry and commerce, the economic aspects of industry and commerce, the legal aspects of industry and commerce, and the human behavior.

### **Tools of Management**

A clearcut distinction is difficult to make between the 'tool' subjects and strictly 'management' subjects. In particular, Accounting and Financial Control seem to be especially liable to be regarded as tools of management. Col. Urwick made a most useful contribution to a conception of the essentials of management. He suggested that management can be classified in four parts: namely, the study of the task of the individual, the adjustment of the individual to the task, the arrangement and interaction of the task, and the direction, stimulation and energizing of the group and that any knowledge and information relating to management can be fitted into its place under one of these four headings.

This classification does help to separate those methods and skill by which management is carried on from the actual processes of management. Such processes as accounting, production control, financial and budgetary control, and statistics are clearly tools, by the use of which managers are *enabled to carry out their responsibilities, but are not a primary component of any one of the four parts into which management has been classified above.* On the other hand, work study and job evaluation are the essential of a study of the task: and personnel management is very largely the process of adjusting the individual to the task: so that these

subjects may well be considered as a fundamental part of management. In practice, the first two are usually looked on as tool subjects, may be because their practice calls for the use of complicated techniques in the hands of specialized technicians. Nevertheless, the principles involved in analyzing what has to be done and evaluating it in terms of human efforts need to be understood by managers and used by them in assigning responsibilities to their immediate subordinates. There appears to be room, however, for a common subject covering the more elementary techniques of work study and job evaluation together with office organization and method, applicable to both commercial and industrial management.

Thus the common subjects comprising the tools of management may be taken as accounting, statistical methods, budgetary and higher control, and work study, organization and job evaluation.

### **Management Subjects**

Management subjects comprise topics of study which are usually classified under the two subjects of management principles and management practice. The former covers the body of organized knowledge which is being built up and which one day may constitute a science of management, and the latter deals with the responsibilities and problems of management and the situation in which the theory has to be applied, as well as with the nature of and relationship between the various divisions of management. In order that these subjects may be properly appreciated, it is desirable that there should be some introduction to their study and this can with advantage cover both a history of the development of modern management and a survey of ground to be covered. Such a third subject may be entitled, the history and nature of management.

Management practice covers largely the activities of coordination and motivation which constitutes a considerable part of the skill which managers at all levels have to employ in their work. Managers, particularly at the higher level of management, also require an understanding of the many

human and social factors which must influence personnel policy, as well as a knowledge of the methods and machinery by which that policy is put into operation and difficulties are solved. This is, to a large extent, the field of personnel officers, and may be termed personnel management. It constitutes a fourth essential management subject. There will thus be four subjects in this group : the history and nature of management, management principles, management practice and control, and personnel management.

### **Specialized Operational Subjects**

The specialized division of an enterprise—manufacturing, design, distribution, purchasing, transportation, etc.,—each constitute an individual field of study. Each has its own problems and methods, as well as, in some instances, involving a knowledge of specialized technique and technology. It is no part of a course in commerce, however, to give detailed and comprehensive instruction. Each occupation has, or should have, a training course appropriate to its own particular needs, through which an entrant into the field can acquire the requisite technical training. Nevertheless, there should be some amount of teaching in some specialized divisions. The number of such operational and functional activities that go to make up an enterprise may be considerable, though some of them overlap or have no clearly defined boundaries. All or most of them can be included under four broad subjects for purposes of a general management course, though these may conveniently be broken down into a large number of separate subjects for study in industrial and business management courses. The four operational subjects are : manufacturing, development and design, distribution and purchasing, storekeeping and transportation.

There should be adequate provision in commerce courses for a student who wishes to embark on a teaching or research career. Such a student instead of taking up subjects from the operational division can take up a paper called 'pre-research guidance'. In such a course two things need be stressed.

5. Purchasing, Storekeeping and Transportation
6. Marketing Principles and Practice
7. Marketing Research
8. International Trade.

Students having a research career in mind should go on for the following subjects :

1. Management Principles
2. Management Practice
3. Personnel Management
4. Financial and Higher Control
5. Pre-Research Guidance Course. (This will be a six months' course.)

The graduate course in commerce should be of two and a half years' duration. Though preference should be given to those who had undergraduate courses in commerce, generally it should be open to all those passing the B.A. or B. Sc. examinations.

### **Purpose of the Courses**

It is not the intention to lay down any rigid course contents as an academic institution is best fitted, and therefore, must be left free to determine the specific course contents. However, it is advisable to indicate the purpose of each course suggested in the curriculum.

#### *Growth and Structure of Industry and Commerce*

The aim of this course should be to give a broad picture of the conditions and circumstances which influenced the evolution and growth of industry and commerce both in the West and in India, and to review the present state of their development. The course should be designed to make the students think about the problems introduced by development and increasing complexity of industry and commerce.

#### *Economic Aspect of Industry and Commerce*

The purpose of this course should be to indicate the use of the tools and methods of economic analysis in formulating business policies of an enterprise. Again it should enable

the students to acquire a broad grasp of the economic background against which industrial and commercial enterprises have to operate and apply their working knowledge to actual situations. It is also essential to make it clear that economics is not yet an exact science and that there is not necessarily only one correct solution to a given problem.

### *Legal Aspect of Industry and Commerce*

This subject is intended to give the students a general acquaintance with the legal framework within which an enterprise has to function and its legal obligation to the community within which it exists : to its customers or clients : and to its employees, as well as what it has a legal right to expect from these three groups.

### *Human Behavior*

This course assumes that the effective practice of management in any of the functional areas rests on a broad knowledge of the behavioral sciences. Building on fundamental concepts in these sciences and largely emphasizing recent research findings, this course should provide a scientific basis for understanding human behavior in the organizational setting. Aspects of behavior explored should include : characteristics of human organization, motivation effecting change in behavior, group dynamics, communication, problem-solving, and creativity.

### *Accounting*

This course should cover at least two areas :

(i) A study of basic accounting concepts and their significance to management and to the outside analyst. The problems relating to income determination, valuation, cost control, and cost analysis for management planning and decision-making should be covered.

(ii) Analysis and interpretation of financial reports as a basis for short-term credit, long-term credit, investment, and management purpose. Practical application should be offered

to the students through the selection of special case studies for analysis, interpretation and report writing.

### *Statistical Methods*

The primary aim should be to give a foundation in statistical administration. It should deal with scientific investigation and in decision theory employed in production, management, accounting, auditing, market and consumer research, office management, and personnel management. The study should be directed not so much towards the theory of statistics as towards the utilization of statistical techniques in practical situations, so as to enable the students to be able to select and use the technique appropriate to any particular need.

### *Work Study, Organization and Evaluation*

The purpose is to give the student a broad understanding of the principles underlying the analysis of the task and its measurement and evaluation so as to enable him to control the application of the methods in any given situation and to apply the information gained to the improvement of efficiency and the establishment of incentive systems. It is intended that on the side of office work, the subject should give the student an outline of modern methods of dealing with office work so as to equip him to direct such work. In all its aspects the subject needs to be treated with particular reference to human and social problems involved.

### *History and Nature of Management*

This course should introduce to the students the ideas of management and should outline their development and relations that exist between management and the functional activities encountered in industry and commerce. The course must be organized in such a way as to stimulate thought rather than merely presenting facts, name, and date. Discussions on the similarities and differences in the approach of various pioneers of management thought would help to focus attention on important points which should later be studied in more detail in the subject 'Management Practice'.

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### *Management Principles*

This course should acquaint the students with the theory of management so far as it has been built up into a body of knowledge governed by principles. It is also intended that it shall provide a more critical study of the contributions and achievements of those to whose efforts the growth of modern management is due, than does the historical survey undertaken in the first year of study. The subject is extremely difficult. It is difficult both because the principles of management are largely in process of formulation, and because management is a social rather than an exact science.

### *Management Practice*

The purpose is to study the application of principles to the practical situation. It should be designed to provide a conceptual framework for the management function and the process and practices utilized. It should explore the role of management in an industrial society along with the proper use of such tools as scientific management, organization structure, decision-making, and the mechanism and methods required for managerial control. It should also emphasize major areas of executive action : development of administrative policy, organization, administrative direction and control, information flow and coordination, allocation of enterprise resources, and appraisal of experience.

### *Personnel Management*

This course should be a study of the philosophy and methods of acquiring, developing, and maintaining an effective work force. It should emphasize the planning of an effective personnel program. Although industrial personnel problems should form the major part, some attention should be given to personnel problems in government and other types of organization. The course should also provide a foundation for understanding and for evaluating personnel policy.

### *Financial and Higher Control*

This subject is concerned principally with the overall

control of the operations of an undertaking and the methods and the techniques by which this control is achieved. These include forecasting and budgeting as well as processes of statistical reporting, trends, and charts.

The aim of the course should be to show how such techniques can be used to survey and correlate the important facts concerning past, present, and future conditions, and how the correct appreciation of the significance of these facts can and should provide the foundation for sound policies in all fields of industrial and business activities, and the basis of effective control.

### *Manufacturing*

This course should approach the problems of manufacturing operations as experienced on the plant manager level. It should reflect the various elements involved in production, planning, and control, aspects of specialization, simplification, standardization, expansion, contraction and integration. It should also include such aspects of production as material, plant location and layout, product development, scheduling, inventory, quality, cost and budgetary control.

### *Development and Design*

The purpose of this course is to give a broad appreciation of the principles which should govern the development and design of a product. Development and design are highly specialized technical processes, so that it is neither desirable nor possible to study their techniques in a course of management. What is necessary to a student of management is an understanding of the part played by research, development and design in industry and essential relationship between them and other fields of activities in an industrial unit.

### *Distribution*

This course aims at giving an insight into the problems of physical distribution management, including transportation, warehousing, inventory control, cost and volume analysis. It

should also give the interpretation of techniques and policies used to select channel strategies. It should on the whole give the activities of the distribution division with a view to acquaint students with the relations between distribution functions and other activities of the enterprise.

### *Purchasing, Storekeeping and Transportation*

This course should give a broad understanding of the principles and procedures of their fields of activity, which are generally in the nature of services to production and distribution.

### *Factory Organization*

The purpose is to give students who are aspiring to higher managerial positions on the manufacturing side a general picture of the organizational structure : of the problems involved in the formulation of sound policy and its translation into effective action : and of the functions and connections of all the departments. The subject requires considerably fuller treatment of various topics related to factory organization.

### *Production Planning and Control*

Under this course students should be acquainted with the essentials of demand analysis, product analysis, and inventory requirements for production. It should give the knowledge of organization of the production planning function with its fundamentals of routing, scheduling, and dispatching. Students should be instructed in blueprint reading, the use of jigs, fixtures, and other production devices.

### *Plant Layout and Material Handling*

The purpose of this course is to provide students with a knowledge of the factors connected with the physical setting up of a factory : and of the handling of raw materials, stores, and finished products in their passage through the factory.

### *Work Study*

The aim in this course should be to give students an

understanding of the principles and techniques involved in the investigation, analysis, measurement, and synthesis of working methods. Although the subject should be studied with particular reference to factory work, some attention should be given to the application of techniques to the office.

### *Marketing Principles and Practice*

The course should be designed to give an overall view of the field of marketing. It should include basic considerations of the nature of marketing, its functions and institutions, consumers' motivation and behavior, the field of retailing, and wholesaling, functional and marketing middlemen, marketing research, product planning, pricing policy, advertising and sales promotion and governmental relationship to marketing.

### *Marketing Research*

This paper should give a consideration of market research as a tool of management, the techniques of market research, application of market research to marketing problems, use of market research in specialized functions, logic of market research, and the critical evaluation of current market research projects.

### *International Trade*

The course should aim at the scope and environment of international business with special emphasis on export-import marketing. It should also consider the managerial problems of overseas market development, including foreign exchange, tariff, and trade regulations, and adapting Indian products, distribution, promotion, and pricing methods to world markets.

### *Pre-Research Guidance*

This course should be only for those students who are intending to join a Ph.D. program after the Master's degree. The intending researchers should complete the pre-research guidance at this stage before embarking upon actual research work. In the pre-research guidance, a candidate may be

given a suitable subject for research suiting his inclination. He should be expected during this period to make himself familiar with the pure and applied literature available on the subject, to coordinate and logically arrange whatever he learns in the process, and to acquire a satisfactory style of writing. The work done by him at this stage will also give an idea of such capacity for finding new facts or making original interpretation of data or making critical analysis and independent judgment.

At the end of the period the candidate should be asked to submit a long essay which should be examined by his guide and at least one external expert. The essay should be examined by the examiners keeping in mind : familiarity of the candidate with current literature on the subject ; adequacy of familiarity with the research methodology and statistical technique ; capacity of the candidate to coordinate the knowledge he acquires from his reading and to arrange it neatly and logically ; capacity evinced by candidate for collecting new facts or original interpretation and critical examination and judgment ; and command over language and style of writing.

### *Practical Training*

Practical training should be compulsory for all students. Every student must undergo a training for a period of six months after he has finished his examinations in the theoretical papers at the institution. The training may be in industry, business, or government. The training should be related to some phase of the branch or field of study in which he has specialized, and that it should be sometimes diversified in order to afford a spread of experience.

*The educational aims of the training program should be :* to impart firsthand and actual knowledge of and experience with the working of an organization ; to impart understanding of and familiarity with the problems and viewpoints of working men and women ; to enable students to adjust themselves to employment by gradual and easy transition from academic pursuits and mode of life to the requirements

and conditions of business, industry or government ; and to train and otherwise prepare students especially and directly for the administrative and operating functions which, to a greater or lesser degree, enter into most careers in business, industry, or government.

### **A Plan for Practical Training**

Every college must have coordinators who should be in-charge of practical training. Two weeks before the training period, students should be required to take a course in employment orientation. This course should be in preparation for the training and should cover the philosophy of training, job finding, adjustment to a work environment, employer-employee relation and responsibilities of the students under training to the employers and to the college.

During the same period, students should pay their first visits to their assigned coordinator. At these meetings the coordinator should further counsel them on procedures and responsibilities and should stress the degree to which the success or failure of the training depends upon each student himself—upon his attitude, his cooperation, and his ability to profit from experience.

When an employer has agreed with the coordinator to give training to a student in a specific field, the coordinator should review students and recommend one (and if possible, more than one) for interview. An attempt should be made to send the student best qualified for training in that particular establishment. Interview with the employer will expose the students to the natural competition of job hunting, and invaluable experience in itself. After the employer has made a selection, the student should make final arrangements with him regarding details such as physical examination, starting date, and reporting location.

After giving the student a brief orientation of the entire organization, he should be placed under the guidance of a senior officer who should coordinate his work. Training should be given in a few departments where particular emphasis should be given on problem-solving on matters

such as finance, personnel, marketing, and organization. The trainee should be given adequate opportunity to give suggestions and contribute his ideas towards solution of some specific problem.

Towards the end of the training period the coordinator should send to the employer and evaluation sheet on which the student's immediate supervisor should be asked to record his rating of the student's performance during the training period. Specific items on the form should include: relations with others, judgment, ability to learn, attitude and application to work, dependability, and quality of work. Space should be provided at the bottom of the form for the supervisor to give comments and suggestions if he wishes to do so. These comments will prove helpful in counseling. The value of such review will be enhanced if the ratings are discussed with the student by his supervisor before he returns to college. The supervisor's rating should be an important factor in determining the student's grade.

During the training period the student should not be shown any special favor by the employer. He must work to the best of his ability and both his productivity and his work relationships must warrant his retention in the organization.

Every student should be required to turn in work reports to the coordinator at the completion of the training period. The purpose of this assignment should be to help him learn to write good reports, to help him evaluate his work experience, to induce him to notice the application of principles learned in College, and in general, to help him think clearly about the job.

### Conclusion

The methods of instruction should best be left to the teachers. Teaching that is able and effective is an individualistic skill which can only reach its highest efficiency if left unfettered by any rigidly specified routine. It is perhaps necessary to point out, however, that the very nature of some of the subjects calls for treatment by modern rather than traditional teaching methods.

Whatever may be the different teaching methods adopted at the various Universities, it is important that provision should be made for experimental and practical work in those subjects which lend themselves to this. With this object there should be laboratories equipped for the practical study of such subjects as Human Behavior, Statistics, and Work Study, and demonstration rooms should be furnished with a range of appliance for illustration of production control and storekeeping systems, and for the planning of plant layouts and material handling, etc.

There is, apart from teaching method, the mode of approach by which is meant the attitude of the teaching institutions to the courses. The courses are directed towards the attainment of practical ability in the art of dealing with human situations. All the subjects, even those which may be looked on as purely theoretical need treatment in a realistic and practical manner. The courses must be directed towards the complete development of the individual, not merely by giving him a knowledge of the treatment and of the principles of management and the associated specialized fields, but by relating principles to practice and by developing in the student the intellectual and humanistic qualities so that he may be fully competent to think about and deal adequately with the problems which will confront him in future careers.

The teachers of commerce have a very sacred duty to perform. The students whom they turn out from the Colleges and Universities must have an integrated personality well equipped with a working knowledge of social, political and economic activities of the society in which they aspire to excel. Those who recruit promising college graduates for positions in business and industry are generally more concerned about the range of their intellectual capacity and the flexibilities of their minds than about the amount of specialized instructions such students have had, for even the success of the most competent specialist depends upon his general intellectual capacity.



## CHAPTER VIII

# A PLAN FOR DOCTORAL STUDIES AND OTHER RESEARCH ACTIVITIES

From the analysis of data supplied by the Deans, the reports of the business establishments, and the individuals interested in the studies of commerce, it appears that most of the institutions today present outmoded doctoral programs. They have not kept pace with fundamental changes in Indian politics, economics, and culture that have greatly influenced the business environment today. Nor, for the most part, have they incorporated as an integral part of the doctoral programs important research findings from the field of political science, sociology, psychology, or the use of newly developed analytical tools derived from statistics and mathematics.

In order to change the nature and scope of doctoral work, certain time-honored administrative and instructional procedures should be modified. While it cannot be explicitly stated following each proposal, it is of course to be recognized that the feasibility of adopting an idea in a given

institution is to be determined in part by finances, by the stage of development of its graduate program, by the size and quality of its faculty and student body, and by local factors

It will be recalled that data on a decade of doctoral graduates showed the following occupational distribution : 80 per cent college professors, 5 per cent workers in business establishments, 5 per cent government administrators, and 10 per cent in pre-collegiate education and other professions. Under this conception it is believed that provision should be made to meet the scholarly needs of Ph. D. recipients

### **Organization and Administration of Ph. D. Programs**

The proposals for changes in the nature and scope of doctoral work will be arranged under five main headings : admission and residence, curriculum, examinations, financial aids, and training in teaching.

#### **Admission and Residence**

Admission to the Ph. D. program should be open to all qualified candidates who hold a Master's degree from an accredited institution. No rigid specification should be laid down for course prerequisites or field of concentration.

A number of factors should be considered in evaluating the applications. The applicant's intellectual development as evidenced by his previous academic work is important. But much more important than the academic record are his strength of motivation, capacity for growth, intellectual curiosity, emotional maturity and willingness to accept responsibility, tolerance and breadth. Work experience and service experience are also factors which can serve to strengthen a candidate's application.

The minimum time that a doctoral student must spend in completing the requirements for the degree should be two years. The student who completes his Ph. D. degree in the minimum period, however, will be the exception rather than the rule. Many students take a break in their work after completing the formal course requirements and before undertaking the dissertation. This break is for financial reasons or

through a desire to gain practical experience in the field before completion of formal training. However, this interruption should in no case be allowed for a period of more than five years.

### **The Curriculum**

The curricular pattern should include a distribution between the courses a student should take in his first year of doctoral program and those of the second and succeeding year. He should be usually required to take the basic courses in the first year and more highly specialized courses in the final year.

Graduate courses should be smaller, employ more discussion and research, and should require a wide bibliography instead of a text, and in general should require more sophistication in theory and grasp of facts. *The provision of courses of a distinctive graduate level is one of the critical problems in creating an atmosphere of scholarship in the doctoral program.*

Ample individual guidance and seminar-type teaching are crucial to success of the doctoral program. In the seminar there is not much 'instruction' as there is 'induction'. A premium should be placed upon ability to conduct independent investigations and to report on them effectively. The workshop programs designed to give the doctoral candidate the opportunity to research a specific problem of business administration under the supervision of senior professors *deserve important consideration in planning the curriculum.*

The thesis supervisor is expected to provide the candidate with training in good research and presentation practices through such field work, library work, and writing as are appropriate to the project undertaken by the candidate. The advice, guidance, and criticism of the supervisor should always be available to the student, of course, subject to the supervisor's judgement regarding the desirable nature and quantity of help to be given.

A doctoral program with six subject matter areas and a dissertation can be recommended as a model of the doctoral

program for the Indian schools. The areas should be ; administration ; economic analysis and business and public policy ; one functional area in business administration , quantitative methodology ; research methodology ; an area outside business administration ; and dissertation.

### *Administration*

This area would examine in depth the administrative process and organizational behavior. It would draw heavily from the fundamental behavioral sciences of Sociology, Psychology, and Anthropology, and the developing area of administrative science, which has been ably discussed by James D. Thompson in these words :<sup>1</sup>

An administrative science will be an applied science, standing approximately in relation to the basic social sciences as engineering stands with respect to the physical sciences, or as medicine to the biological. There is an element of art in the practice of medicine and engineering, but in both instances the development of supporting sciences has reduced the element of luck or chance by providing tested bases for judgement. The art of engineer, the physician or surgeon, or the administrator, gradually improves, that is, it becomes more effective in terms of his aim, as the sciences behind him find new relationships and explore the ramification.

Achievements in the physical and biological sciences, and in their sister applied sciences, have demonstrated most convincingly practical value of theory—theory which is repeatedly tested against experience and modified accordingly. A science of administration will be distinguished from administrative lore by the methods used to build that knowledge of administration.

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1. James D. Thompson, "On Building an Administrative Science," *Administrative Science Quarterly*, Vol. 1, No. 1 (June, 1956), pp. 103-104.

*Economic Analysis and Business and Public Policy*

An understanding of the complex economy and the behavior of the individual business firm is essential if the professor of commerce is not to teach practice in an economic and political vacuum. Macroeconomics provides fundamental insights in the areas of economic growth process and fluctuations in the economy as a whole. The analytical tools of microanalysis will give an understanding of individual firm behavior in a marketing economy under varying competitive conditions.

The gradual evolutionary development from a primarily agrarian society to a many-faceted industrial complex is bringing with it in India many new social, political, and economic problems. It is being increasingly recognized that a businessman has responsibilities other than making a profit. True, a profit must be earned if the business is to succeed and prosper and thus contribute to the social good. But other goals and responsibilities have also become increasingly important.

The history of this social and economic transition and the role of government, unions, and business needs to be studied in order to understand and evaluate such developments. The eighteenth-century 'Laissez-faire' capitalism and the days of 'caveat emptor' are gone and more or less are history of the past. The era of social and economic justice under the aegis of mixed economy has arrived ; it has come about through the will of the Indian people expressed by the legislation of the Indian Government.

*One Functional Area in Business Administration*

The function areas of study made available should include, but not necessarily be limited to, personnel—human relations, production, marketing, accounting, and finance. The doctoral candidate should carry out in depth his studies in one selected field. This field should normally provide the subject matter of the research dissertation.

*Quantitative Methodology*

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An understanding of the complex economy and the behavior of the individual business firm is essential if the professor of commerce is not to teach practice in an economic and political vacuum. Macroeconomics provides fundamental insights in the areas of economic growth process and fluctuations in the economy as a whole. The analytical tools of microanalysis will give an understanding of individual firm behavior in a marketing economy under varying competitive conditions.

The gradual evolutionary development from a primarily agrarian society to a many-faceted industrial complex is bringing with it in India many new social, political, and economic problems. It is being increasingly recognized that a businessman has responsibilities other than making a profit. True, a profit must be earned if the business is to succeed and prosper and thus contribute to the social good. But other goals and responsibilities have also become increasingly important.

The history of this social and economic transition and the role of government, unions, and business needs to be studied in order to understand and evaluate such developments. The eighteenth-century 'Laissez-faire' capitalism and the days of 'caveat emptor' are gone and more or less are history of the past. The era of social and economic justice under the aegis of mixed economy has arrived; it has come about through the will of the Indian people expressed by the legislation of the Indian Government.

*One Functional Area in Business Administration*

The function areas of study made available should include, but not necessarily be limited to, personnel—human relations, production, marketing, accounting, and finance. The doctoral candidate should carry out in depth his studies in one selected field. This field should normally provide the subject matter of the research dissertation.

*Quantitative Methodology*

During the past two decades it has become apparent that

mathematics and statistics are being utilized more and more by business in solving many types of complex business problems. It is an accepted fact that the business executive of today, and of the future, will need some understanding of the use of Mathematics and Statistics in administration. This does not mean that he has to be a mathematician or statistician, but rather that he should have some knowledge of these fields, their application and limitations.

### *Research Methodology*

A doctoral candidate should be given enough acquaintance with the tools of research most commonly used in the field in which he expects to work. Command of the professional and technical skills required for effective library work is much more commonly needed. Logic as an instrument of inquiry must be developed. Furthermore, we live in an age of mechanical devices that are everyday tools of the productive research workers. Research requirements should be set in terms of the probable life needs of the individual whose program is being planned, and the same level of performance should be demanded of him in their use as is expected of him in the subject matter on which he is working.

In this area a candidate may be given a suitable subject of research suiting his inclination, and he should be expected during a limited period of time to make himself familiar with the pure and applied literature available on the subject, to coordinate and logically arrange whatever he learns in the process, and to acquire, satisfactory style of writing. The work done by him at this stage will give him an idea of such capacity for finding new facts or making original interpretation of data or making critical analysis and independent judgement.

### *An Area Outside Business Administration*

For every doctoral candidate there should be an area of study outside the commerce courses. It is fundamental to depth of study and analysis in the major subject matter area of commerce studies. Psychology—Sociology is fundamental



to personnel—human relations : Mathematics—Statistics is a basic requirement for the marketing man interested in any phase of marketing research. The motivational marketing researcher would need Psychology—Sociology. The outside field requirement should not be designed to force the student to take courses in the College of Arts and Sciences simply for their so-called liberalization effect. Rather, study in an outside field should be viewed as an integral part of the total commerce program, without which the doctoral student is not truly educated in his business speciality. The outside field makes possible a greater depth of analysis in his teaching and research.

### *The Research Dissertation*

The dissertation should continue to be the heart of doctoral training. But it should not become meaningless through strict adherence to largely outmoded standards which require the dissertation to be a self-initiated 'contribution to existing knowledge'. Richer and more lasting education is likely to result from a research project that focuses attention on securing command of a variety of research methods and skill in critical appraisal of the scholarly work of others. Extending the boundaries of knowledge is more likely to be a later stage of growth for the individual. Too often the dictum of 'original' restricts the candidate to some insignificant aspect that nobody else has thought worthy of attention.<sup>2</sup>

The research dissertation would be the candidate's first extensive independent undertaking. It should provide a deeper understanding, and for most, the discipline and motivation for a lifetime of scholarly contribution, business, being dynamic, is confronted at all times with change. Research is one of its means of grasping the multitude of incoming ideas, of testing, sorting, and evaluating them.

It is not expected that the dissertation will be a definitive work ; rather, it should be kept within manageable limits.

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2. Earnest V. Hollis, *Towards Improving Ph. D. Program* (Washington, D.C. : American Council on Education, 1946). p. 193.

Dissertation research is likely to be more functional if it grows out of the candidate's personal and occupational interests. If an institution does not have enough scholars to serve the variety of occupational purpose of students, it should increase the one or reduce the other.

### **Examinations**

Every doctoral candidate should be required to take a qualifying examination, at the end of the first term of his studies usually in a limited group of subjects chosen from the entire field of major. If his performance is on too low a level, he should be advised not to continue his graduate studies. This examination should be a friendly but probing attempt to estimate a student's weakness and strength, and it seems to recommend itself, both as a screening process and as a tool for guidance.

There should be some form of comprehensive examination at the end of the third term, or when the student has completed his formal course requirements. This may be written or oral or both, and should include the entire field of his studies. In this examination there should not only be an attempt to probe a candidate's detailed factual knowledge of a few well-defined specialities, but the grasp of courses and sophistication in the bibliography of his selected fields should be tested.

There should be a third examination for the final approval of the thesis. This examination should be oral. The thesis should be the culmination of the whole set of other requirements. It should allow in most cases the chief opportunity for the faculty to judge the student's ability in independent research, his competence in gathering data efficiently, in analyzing it thoroughly, and in synthesizing conclusions imaginatively and in a presentable style. In the thesis examination the candidate should be expected to defend the logic and the techniques of the dissertation or to relate its implications to the larger field of which it is a part.

### **Financing Doctoral Program**

Today more than ever India should realize that its greatest

wealth lies in its human resources, in the cultivation of talents and the training of skills. There is need of more help becoming available for students with the ability to pursue graduate studies and the willingness to make the sacrifices necessary to develop that ability to the point of maximum usefulness.

At present most of the talented students are not able to join research because they do not have the capacity to spend at least Rs 150 per month for a period of two or three years.

To begin with, at least 50 per cent of the doctoral students must be given full financial aid. Since there are a number of ways of financing graduate studies (*fellowships, teaching and research assistantships, loans, and part-time employment on the campus, as well as remission of tuition and fees*), it is important to plan carefully to take advantage of the types of aid which are best suited to the student's academic and vocational objectives. Outside agencies, such as private foundations, government agencies, professional associations, and industrial corporations should be persuaded to offer fellowships. It is often necessary to combine two or more sources of funds since even the more liberal fellowship stipends are often not adequate to cover all expenses for graduate studies.

The chief reliance in selecting students for financial awards should be an appraisal of ability, fitness, and promise as evidenced by scholastic records. Occasionally, some attention should be given to the previous experience, financial needs of the candidates, need of the institution, objectives and field of interests, and other miscellaneous considerations.

### Training in Teaching

Although 80 per cent of the doctoral graduates enter the teaching profession, it is unfortunate that they do not get training in teaching at any stage of their doctoral work. One reason for this is the common fear that training in teaching would upset a scholarly emphasis in the doctorate and would lower the prestige of the degree. Logical or not, this is important to many. However, most of the Deans feel that

there is need to train doctoral candidates as teachers before they enter the teaching profession.

In the second year of doctoral work each candidate should be assigned some teaching work. Perhaps a course of seminar in teaching method should be offered in conjunction with this actual teaching experience.

To prevent candidates from treating part-time instruction as simply an onerous distraction from the main business of the graduate school, some system of grading or credit might be adopted to appraise their teaching. This might materially aid institutions in their search for effective faculty by writing into the candidate's record a critical observation of his competence as a teacher. Possibly the schools of education might assist in this training of educational techniques.

The long and honorable tradition of giving faculty full freedom from interference from supervision would seem to make all the more insistent the need to train doctoral candidates as teachers before they enter the profession of teaching in a University or College.

### *The Need for Research Faculty*

To measure the research activities of the faculty only in terms of research guidance for doctoral degrees is extremely superficial. What is really important is the research done by the faculty for advancing knowledge on a continuing basis and the degree of their involvements with the institutional researches undertaken by the departments.

At least in research-oriented Universities, a significant number of teachers should be employed for their demonstrated ability for and continued work in the field of research. It may be advisable to organize all the research activities of a department in the shape of a Research Laboratory so that the research division gets prominence and comes to occupy in the course of time a position superior to the teaching division.

The faculty employed mostly in research work should have higher pay scales consistent with the higher nature of their work and in order to attract high-class talents. The probation

period should be used by the University to satisfy itself about a teacher's research competence and continuing research interest. A system of rating should be evolved to have a periodic review of the staff of all ranks as they develop from year to year. Research publications, by which a man earns a reputation in the open forum of the world's opinion, should always be regarded as an important qualification for promotion and reward.

High quality research is a scarce and valuable thing. It can be had only at a price. The price is expressed in both time and money. It should be incumbent upon the administration of the University to provide both time and money. In order to have the benefit of research from the faculty release time is perhaps the only kind of support required by a particular member in order to carry through effectively on his own research. If a faculty member is to be given released time from teaching and other duties in order to discharge his research responsibilities, funds must be found to cover the salaries of those who take over this work from him.

Research assistants should be employed to work with research teachers and assist in their research work. This, apart from obvious assistance rendered to the faculty member, would also provide a source of income to graduate students and an opportunity to acquire insight concerning the methodology of research in their special field of interest. Miscellaneous financial support should be provided for typing and clerical assistance, for travel expenses to cover work in the field, and other aids for publishing the study.

The department should create a design and plan of overall research activities covering a long period: and carefully initiate institutional researches which should be done by its own staff: organize group researches: and determine subjects for individual researches according to the interest of the research scholars and overall research plan of the department.

There is need of undertaking survey researches in a big way if business studies are to be realistic: and this is primarily an institutional responsibility.

*Suggested Research Problems for Commerce Departments*

It should be part of a program of higher studies in commerce to facilitate useful research and to familiarize Indian businessmen with the results of such research. There is a recognized need on the part of commerce departments to strengthen Indian business.

The problems suggested and described below do not purport to be the most important of all that might be worked upon. The aim is simply to describe some specific research problems. In determining what to include, training needs and facilities typically available to research scholars, and faculty members in Indian Universities have been taken into consideration. In appraising and developing specific research suggestions, the views of the Indian businessmen and commerce faculty members have been given uppermost weight.

Some statements relating to methodology have been included : chiefly to give the less experienced researcher some conception of the type of work that particular project might involve. However, the methods mentioned should not be considered the only ones available.

To facilitate, the whole area has been divided into seven sections : business management ; marketing and trade ; finance and financial institutions ; statistics and accounting ; small business ; economic analysis ; and personnel administration.

*Business Management*

A few of the topics suggested for research under business management are : productivity and its measurement, inventory management and control, budgeting experiences, planning and controlling office production, and control pattern of Indian business.

*Productivity and its Measurement*

The basic ingredient of growth is productivity. Individual business firms should be the unit of observation. Already it is becoming clear that the large companies are studying their

own productivity. They want to compare productivity by department, perhaps even by plant, and certainly by divisions within the companies. They want to study the productivity trends over periods of time, relating inputs to outputs. How much of their productivity is due to their own efforts and how much to their suppliers? How does labor productivity compare with capital productivity within the company? How much does improved management itself contribute to productivity?

Another unresolved issue in productivity is the implication for business of the drastic shift in manufacturing industry from so-called production workers to non-production workers. What is the influence of such a shift on the firm's productivity? Very little is known especially about how increases in salaried personnel relate to technological changes in capital formation. These are some of the problems which relate to productivity. These research projects should be conducted at the company level to permit interfirm comparisons. The businessmen today who must make decisions, pro or con, would surely welcome some guidance from the Commerce Colleges.

*Inventory Management and Control*: One important source of instability for the economy as a whole, as well as for the individual business firm, is the violent change in inventories. How much of inventory management and control represent rule-of-thumb behavior? What are the criteria used at the company or even the plant level in determining the stock of inventories? To what extent are inventory holdings a function of an explicit or implicit business forecast? In all these areas the knowledge in India is pitifully weak.

It can be safely presumed that many of the decisions in those volatile areas of inventory control and fixed investment are made by a rule-of-thumb procedure. Research should uncover these rules, analyze them, appraise their virtues and shortcomings, and on the basis of this knowledge perhaps prescribe more reasonable and more profitable decision procedure. In such a kind of research consideration should

between advertising and subsequent sales and profit trends. They want to know more about the criteria for establishing advertising budgets. To quote a typical response :

We require executive to justify the expenditure of relatively small amounts for equipment in terms of return on investment and even make spot audits of these to determine how well our estimates are working out. Yet, we approve thousands of rupees every year for advertising without any firm promise of what it will accomplish or any way of knowing afterwards just what it did for us.

In many of the western countries, advertisement is considered as a part of the investment decision. A well-rounded investment decision covering all aspects of the firm in relation to the economy as a whole recognizes the essentiality of demand creation and product acceptance, as much as it does the need for means of increasing physical production or for advancing technology.

Advertising decisions can be studied using regional sampling frames. Research in advertising even more than in other areas, should be based upon empirical evidence.

*Changes in Consumer's Expenditure Pattern* : The question of how the consumer expenditure pattern on retail items and services has been influenced by changes in income level during the last decade deserves study. This would involve analyzing proportionate amounts spent on various kinds of retail goods and services at different times. Effects of varying degree of price changes on consumer's expenditure pattern should be studied. Shifts which have occurred should be pointed out.

The study could be limited to specific groups of commodities and services. There might be a comparison among income groups as well as an overall analysis. The findings would be of interest to all immediately concerned with marketing and distributing goods and services, and to those studying general economic and social trends. The census of Business and Manufacture, Current Retail Trade Reports, and The National Income Figures would provide materials.



Further detailed information could be obtained from specific industry and trade associations.

*Responsiveness of Retail, Wholesale, and Service Trade to Population Changes*: Valuable knowledge concerning the relative responsiveness of different kinds of business to population changes could be developed through comparative studies of geographical areas where pronounced population changes have taken place in the last decade. Analysis based on the census of population and the census of business would need to be supplemented by field research. A pattern of growth could be developed through analysis of such factors as investment, skills, income distribution, influence of transport facilities and buying habits. The timing of the development of different types of wholesale, retail and service enterprises would be investigated and comparison made for various kinds of business to show the time lag of each in the development pattern. Findings will be of considerable value to Planning Commission, potential new business, business planning expansion, etc. They will be more useful in predicting buying potentials.

*Structure of Trade in India*: This calls for a series of studies to develop concrete descriptions of the manner in which trade is actually carried on. It would treat the different types of handlers, their practices, and regulatory arrangements. This study might be on an individual commodity basis, or it might cover the methods of carrying on trade in different commodities in a particular region.

Some institutions should have personnel and business contacts which would make them adapted to undertaking studies in the field of market structure and organization, competition, marketing institution and trade practices, and other factors which are closely related to the effectiveness of markets as price-making mechanisms. Surveys to determine the possibility of developing new market outlets and competitive relationships between different commodities would also be appropriate lines of work.

*Finance and Financial Institutions*: Various topics of research on finance and financial institutions may include :

financial and monetary policy of the government, financing of unincorporated business, factors influencing investment decisions, bank loans to business, and development and trends in financing exports and imports.

*Financial and Monetary Policy of the Government.* A critical assessment of the monetary and financial policies would be of immense value. It would indicate whether such measures have been hampering or helping the growth of commerce and industry. In the balance, are they beneficial, bearing in mind the national objective or would it be better to modify them in any respect? Cheap money policy and its effect on commerce and industry is a subject by itself. Does it tend to inflation, does it hamper the propensity to save—are the types of questions which require comprehensive analysis. Bearing in mind the long-term projection of commercial trends, a fruitful study could be made as to the likely monetary trends, monetary requirements and an assessment made whether India is moving on the right lines in matching the two. Such research should help to bring out as to what measures are better suited to the interest of the country.

*Financing of Unincorporated Business:* There is a great need for studies that will develop and make available on an industrial and size-of-firm basis data on the sources, types, and amounts of financing obtained by incorporated business. While a substantial body of data has been developed on corporate financing, information on sources of funds for unincorporated business remains sketchy. Details are needed on the amount of funds obtained by such business from bank and other institutional lenders, from non-institutional lenders, from proprietors and other individuals, and from trade credits extended by suppliers, continuity in such data is needed. If possible information should be obtained from a sample of firms over a long enough period to permit studies of cyclical patterns of financing and at sufficiently frequent intervals to permit analysis of seasonal variations. Worthwhile studies could be made by either geographical area or type of business. Such studies would provide data of prime importance to private lending

institutions as well as governmental agencies involved in lending activities or in supervising private lending agents.

*Factors Influencing Investment Decisions :* This will call for a series of detailed studies of large and medium sized firms which have decided since 1950 to make substantial purchases of plant equipment. Following are some of the questions that should be asked : What are the methods and procedures whereby existing business decide to increase their own investments ? Are they the same at all phases of the cycle ? Where do plans for additional or new plan equipment and processes originate ? Who screens them ? How ? What is the relative role played by inventions, increase or shift in the population, discovery of new supply sources, need or desire to get ahead of or keep abreast of competitors, changes in government's tax, tariff, fiscal or regulatory policy, ready availability of funds, interest rates and financing cost, price and market prospects for industry, stock market activities, and general business outlook ?

This is a field of basic research in which there is room for a large number of individual studies. This is suitable for a *group research project in which different researchers will study different firms according to a common plan for conducting the investigation.* Discussion with consulting engineers, bankers, or other professionals having wide contacts with industrial investment decisions is suggested as a way of selecting firms for study, and of becoming oriented with respect of each case. The findings will be of wide interest, especially among operators in the capital goods industries and the general economy.

*Bank Loans to Business :* This calls for a systematic analysis of actual bank operations in connection with loan applications for business. It would involve making detailed studies for a sample of loan applications from a number of banks within a given geographical area. The study would consider in each case what was applied for, justification given, action taken, and reasons given for the action. Besides examining the Bank's file, the researchers should interview the borrowers. The study would undertake to find

out to what extent different banks follow different policies and whether actual policies differ from professed policies.

*Development and Trends in Financing Exports and Imports:* This study may be designed primarily to assist exporters and importers in coping with problems encountered in financing exports and imports. As a result of widespread application of export-import licensing and foreign exchange controls, their problems have become increasingly complicated in recent years. This study might begin with a series of interviews with exporters, importers, managers of foreign departments of banks and other financial institutions, and government agencies concerned with foreign trade operations. The study should cover all available governmental and private financing devices and emphasis should be on the latest developments indicative of trends.

### *Statistics and Accounting*

Under this broad topic a few of the suggested subjects may be: accounting practices of unincorporated business, how businessmen use statistics, use of statistical methods in internal business control, and statistical quality control and sampling inspection in business and commercial operations.

*Accounting Practices of Unincorporated Business:* Little is known about how unincorporated business actually keep their accounts. It is suggested that a study or series of studies of this nature may be made, based on the survey-interview technique. Consideration might be given to such matters as: extent to which family accounts and business accounts are separated, kinds of quantitative information about his business the businessman actually uses as a basis for his business decisions and whether it makes any difference when accounts are kept for him by a bookkeeping service. Attention also might be given to kinds of general market information used, how this is related to quantitative information about his own business, and whether men with the same kinds of attitude might decide differently if they had available different information about their own business.

*How Businessmen Use Statistics:* This study might be

carried on within a given locality. It would consider such questions as the following : what type of statistics (including local data such as figures on bank clearing and projected population trends) are available which might be useful for business purposes ? To what extent is available statistical information used by businessmen ? To what extent do such businessmen have the knowledge necessary to use the statistics profitably ? What can be done to better the situation ? Most of the basic information would have to be obtained from case-study in the field.

*Use of Statistical Method in Internal Business Control :* Statistical method is undoubtedly employed widely as an instrument in the internal control of business organization. However, there has been very little recording of these experiences. As a consequence, the extension of statistical method as an executive control device is impeded. It would be desirable to have a systematic study which would show in detail how various types of business organizations use statistical reports in controlling their operations. One objective would be to indicate the extent to which the systems have common characteristics.

*Statistical Quality Control and Sampling Inspection in Business and Commercial Operations :* Use of quality control and sampling inspection systems are widely used today in factory production. Some beginnings have been made towards applying these techniques to clerical, inspecting, supervising, and other operations of business and commercial concerns, mainly large ones. These developments hold great promise for increasing business management efficiency, and, although comparatively little has been done to date, the field promises to become important in the not too distant future.

This calls for a study to summarize and appraise the present applications and explore potential applications in other fields of administration, particularly among medium and small sized firms.

### *Small Business*

The role of small business in Indian economy cannot be

denied. There are literally hundreds of thousands of smaller firms with less than fifty employees. Problems of small business should deserve at least as much study as in the big companies. How much is known about management outside the top one hundred companies ?

Important topics of research in this area are : problems of small business, management control for small business, financial problems of small business, and joint action pattern for small business.

*Problems of Small Business :* This will call for obtaining, by personal interview, description of the circumstances surrounding important management decisions or problems of small business. It will involve organizing and presenting the materials in case form. A major objective should be to obtain materials for classroom inspection of commerce students in the problem of small business. Such a project may be as small or as large as one wishes to make it depending on resources and time available for the activity.

*Management Control for Small Business :* Research is needed to assist small business in establishing and using simple and inexpensive management control to increase sales and operating efficiency. Attention should be focused on non-financial records variously known as sales analysis, stock control, inventory control, and unit control records. The job will call for field investigation to develop case studies, describing in detail record-keeping procedures, and more importantly, ways in which records are used. The best methods or procedures should then be developed from these case studies. The investigation might be limited to a particular type of business or group of similar businesses.

*Financing Problems of Small Business :* There is need for much more knowledge than there is now of the real difficulties of the small business in securing access to the capital market. In this connection, it would be useful to make an analysis of cases in which attempts at securing finance of this size group were not successful. The purpose would be to ascertain the nature of the difficulty. Results

would be useful in developing new financial devices for firms not having access to stock market financing.

*Joint Action Pattern for Small Business:* Cooperative action seems to have important potentialities for the small businessman, both as a way of reducing cost, so that he can compete more effectively, and as a way of relieving him of burdensome details. Research is needed which will develop better information as to the feasibility and legality of engaging in various types of joint activities. As a basic step there should be an investigation of the existing types of cooperation among small businessmen including such forms as : Industry Advisory Committee, Trade Association Services, Selling and Buying Pools, Joint Advertising, Joint Manufacturing Operations, etc. There should be a careful exploration of the problems encountered, how they have been met, and the effectiveness of the efforts. Information concerning the existence of cooperative arrangements can be obtained from such sources as : trade associations, local chambers of commerce, banks and newspapers, etc. Many basic data would have to be obtained through interviews.

### *Economic Analysis*

*This should include such topics as :* application of economic theory to business data, role of cost in pricing, relations of performance to size of firm and plant, distribution of gains from increased productivity, and economic planning in India.

*Application of Economic Theory to Business Data :* This calls for a study which will integrate organized theoretical economic thinking with the analysis of records of individual firms and plants. Efforts to increase business efficiency fall short because the two fields of economic theory and business analysis are still quite generally treated as belonging to separate orders of thinking. Academic theory tends to conventionalize business situations and develop hypothetical figures to stimulate trial applications of theory to practice. However, because the theory is generally developed in isolation from actual business operations and problems, the

formulations and the questions raised are not very meaningful to the business analysts. Business analysts, in turn, seldom attempt to make their analysis in forms readily stated in terms of theory. This seriously reduces the value of theory in studying problems of business efficiency and thus interferes with efforts to increase business efficiency. Theorists need to develop ways of formulating questions more meaningful for actual business operations and they should apply themselves to interpreting actual business data so that business operators can actually be facilitated and improved. Business analysts need to revamp records and develop figures in terms of adequate theory.

*Role of Cost in Pricing :* There is a need for inductive studies in this area which will consider the extent to which prices do rest on cost calculation, the extent that these calculations correspond to what the theorists assume, and the significance of the divergences. Basic data for such studies will need to be obtained through field inquiry into the practices of individual companies. In connection with each company investigated attention should be given to such questions as the following : To what extent are cost records kept at all ? What kind of cost concepts are used ? Do the cost records kept correspond to the article priced ? What breakdowns are obtained ? Do sales executives ever see the cost records ? What use, if any, is made of 'standard' factory cost, selling and administrative expenses ? Differences in the behavior of different types of firms (large and small ones) should be noted.

*Relations of Performance to Size of Firm and Plant :* Economists have speculated considerably on the relation of firm and plant size to such performance factors as unit production cost, product and process innovation, stability of employment, and price behavior. There is little in the way of empirical analysis, however, against which this speculation may be checked. Such information is fundamentally important for guidance of public policy. An individual research worker might make a pilot study for some small industry, which would point the way for subsequent studies



of other industries. However, the job is complex. Size, for example, may be defined in terms of one or more of the following concepts : scale of plant (quantity of final output of the plant), depth of the plant (number of stages of production in the plant), range of products, geographical spread of the plant. Access to 'inside' information would probably be necessary to a successful investigation.

*Distribution of Gains from Increased Productivity* : The question how gains from increased productivity should be distributed among management, labor, and consumer is a major economic issue. It deserves attention from first rate economic thinkers. A promising way to study this problem would be by investigating one industry in which there has been a marked increase in productivity in recent years. With the Bureau of Labor Statistics Indexes of Productivity as the starting point, the job would involve developing information on such matters as : sources of increased productivity (i.e. increased labor skills, inventions or reduced raw material cost), the pattern for distributing productivity gains among management, labor and consumer, and factors that determined the pattern of distribution (i.e., accidental factors, competition, other outside factors, or conscious planning). On the basis of facts thus developed, economic implications of the pattern of division could be thoroughly explored.

*Economic Planning in India* : Since Independence, India has been living in an era of planning. Time has come for evaluating the actual performance of a planned economy on the path of accelerated economic growth. Results obtained from such evaluation would no doubt help to find deficiency in planning and would also help to achieve more efficient allocation of resources. There have been successes but there have been short falls of achievement too in some sectors. A critical evaluation would no doubt help to focus attention on the reasons for such short falls. Is it due to the deficiency of administrative agencies, or due to some other reasons ?

Is it due to want of social agencies or lack of confidence of people in the planning ?<sup>3</sup>

Studies may be directed towards the problem of the rise in the national income which is the basic in the Indian planning and whether planning has been able to achieve removal of disparity in various income groups. There are many other economic problems relating to planning which deserve serious study. These are : labor and employment policy, monetary policy, import and export policy, growth of investment and consumption, national productivity and prices, etc.

*Personnel Administration* : India is moving very fast towards industrialization. Besides other problems, the most important organizational problem is that of personnel administration. Some of the most important topics of research in this area may be : skills and abilities needed by management executives, selection and training of employees in business, and effectiveness of executive development programs.

*Skills and Abilities Needed by Management Executives* : There has been very limited study of the abilities, skills, knowledge, attitudes, etc. which are considered essential by the executives for the effective performance of the position of management executives.

A study of the duties and responsibilities of management executives should be the basis of the investigation of this type. An interview-observation technique should be used in analyzing the position of management executives in a number of business firms. The interview technique should also be used to obtain opinions of the executive's relative to their preparation for the position they are holding.

Business executives, particularly office management executives, will find the results on the duties and responsibilities useful for comparison purposes, and persons aspiring to the position of office management executive, as a basis for preparing for entry into the position.

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3. M. R. Sinha, *A Decade of Economic Development and Economic Planning in India* (Bombay: Asian Studies Publications, 1962), pp. x-xi.

*Selection and Training of Employees in Business :*

Procedure for selection and training of employees in business offices has not been standardized and most of the Indian firms do not have well-established employment procedures and training schemes. There is a need for research to aid in solving this problem. Haphazard selection and inadequate training of employees are common, while personnel turnover is inordinately high.

The basic step is to determine in detail duties and responsibilities of the given job and to define what constitute reasonable standards of performance. Only in light of such determination is it possible to handle adequately other types of problems relative to selection methods, contents of a minimum training program, and appropriate procedure and methods of training? Field studies of what is actually done are essential. These studies should cover both large and small firms, since much of the know-how in large firms may be adaptable to small ones.

*Effectiveness of the Executive Development Programs :*

Though none of the existing commerce departments has as yet started programs for the practising administrators in the form of executive development programs many of the business houses in India are using such programs provided by the Staff College, Hyderabad, Indian Management Institute, and the National Productivity Council. These programs are in existence for nearly ten years. No serious attempt has ever been made at a basic analysis of the effectiveness of these programs.

An attempt should be made now upon a large-scale evaluation of the impact of these programs upon those who attended. The main purpose of the study should be to determine the program's influence upon executives, using as a measure their views of the experience. Stress in investigation should be given on such points as: image of the program, value for personnel, return on investments, etc.

The research findings will help the existing institutes to strengthen their future curricula.

## CHAPTER IX

# SUMMARY OF FINDINGS AND RECOMMENDATIONS

This chapter gives a brief summary of the important findings and recommendations. It will also touch some important matters as : monies involved, literature in commerce, etc.

### **Findings**

Graduate education in commerce today is nearly half a century old. The education in this area was considered purposeful when it was started. But commerce education has not marched with the time. There are deficiencies and shortcomings. With the increasing complexity of the Indian Society and its shifting pattern, commerce education has to change its objectives and methods, if it is to function effectively in the national life of the country.

### *Teachers at the Graduate Level*

Today nearly 492 persons are engaged in teaching one or more subjects at the 57 graduate departments of commerce

in India. The average number of teachers comes to nearly *eight members per institution*. *Seven and five-tenths per cent* of the teachers are in the rank of university professors, 11·5 per cent are readers and the rest, 81 per cent, are in the rank of lecturer. The survey shows that nearly 66 per cent of the teachers are first class graduates either in commerce or in economics. About 16 per cent of the teachers hold an earned doctor's degree. The average workload varies with the rank of the teachers. A professor teaches for eight to ten periods, a reader for ten to fifteen and a lecturer for fifteen to twenty-five periods a week. A teacher has often to handle from one to four subjects in different institutions. The student-teacher ratio is 22·1 and the average strength of a class is nearly fifty students. *The salaries paid to Indian teachers are poor*. They are neither related to the job they do, the status they maintain, nor the cost of living. The scope for promotion is not very great, there is not much academic freedom, not good facilities for research and no generous allowance of sabbatical leave at regular intervals.

### *Students at the Master's Level*

There are nearly 6,000 students at the M. Com. previous and final years. Only students with a B. Com. degree are admitted to the Master's course. There is an increasing use of formal interview or some kind of test before admission. The students in commerce courses are of lower ability than those who go for graduate studies in other professions. *Two-thirds* of the commerce students come from urban areas and their parents are either in business or in liberal professions.

### *Formal Courses*

*Although in their objectives, most of the colleges do* profess that they are aiming at turning out students for careers in business, a look at the courses offered does not verify the truth. There is too much leaning towards economics, important tool subjects are absent, there is absolutely no teaching of behavioral sciences and other modern business subjects. A look at the course contents of

these subjects makes one believe that everywhere there is an overload of abstract theories and principles. The specialization is not deeply pursued and broadly considered. The existing curricula contain, on the whole, a far greater degree of factual and descriptive details, requiring students power of memory, than is necessary for the training of decision makers in business life.

### *Formal Instructions*

There is no committee system in India to guide each individual student. The teaching method is mostly the lecture method. However, other methods are also being used by some of the new institutions. Libraries are poor both in books and journals. Most of the libraries are not well organized and well staffed. Sufficient attention has not been paid to the reference services in the libraries.

### *Examinations*

There is only one type of examination in India—the essay-type. A student is almost solely judged in terms of a single performance at the final examination which is considered by most as a feat of memory rather than an index of a student's ability to think and to apply the knowledge gained to actual problems of living. Today no credit is given for the classroom work.

### *Financial Aid to Students*

Hardly one to two per cent of students at the Master's level get any type of scholarship or fellowship. In most of the universities only 10 to 15 per cent of the students are given tuition fee scholarship. This is considered as unfortunate and such a position should not be allowed to continue.

### *Doctoral Programs and Research*

On close observation of the replies to the questionnaire there seems to be much criticism of the research work done in the Commerce Departments of Indian Universities.

In many universities, students admitted for research are

imperfectly equipped for the task. Most of them do not acquire research competence through a training program at the graduate level and at no stage later. They lack the capacity to write correct language with facility and to use library confidently and purposefully. The researchers have no clear appreciation of research methods used in social or other sciences, and often lack training in research methodology.

The outlook of the researchers, and often of their guides, is not research-based or research-oriented. Very few of them undertake research to unravel a problem that presents to them unexplained elements. They are drawn to it often to improve their unsatisfactory academic records. This system of motivation makes obtaining the doctoral degree as soon as possible a matter of prime importance : and the insistence on quality, need of making a contribution to knowledge, hardwork, and analytical toil, independent judgement, and literary presentation, as so many hurdles in the way which must somehow be circumvented. Many of those who are concerned attribute the admission of too many students of doubtful ability not to the existence of Ph. D. programs but to the desire of faculty members to have the prestige of directing the work of many Ph. D. candidates.

Heavy teaching load precludes teachers from paying adequate attention to researchers placed under them. Research work is still regarded in too many places as something which can be tacked onto the duty of an already hard-worked staff and handled by them in their spare time. Many faculty members in several institutions, who sent their opinion on this subject, advocated that time spent in directing research work should be counted in a member's workload and not be regarded as an extra which he can do if so inclined. The mere fact that this suggestion was frequently made is sufficient indication of an unsatisfactory state of affairs. Guiding research is very demanding and time consuming. The teachers must not only have extensive knowledge of an advance nature but must himself be engaged in research at the frontier of his subject, and must work hard to keep up with the advancing frontier.

Due to lack of time at the disposal of the guides, sometimes a wedge is drawn between the guides and the researchers. At the initial stages a researcher is usually faced with many problems and if he fails to receive due attention from his guide, confusion arises. Guides may find an escape from supervising work on the ground of the omission of the researchers and the researchers may feel that guides are needlessly strict.

From the list of research studies completed it appears that most of the commerce colleges put strong emphasis on economics. Commerce colleges have not as yet established their character as business research centers. This may represent a historical evolution since many commerce departments grew out of the department of economics or it may represent a conviction on the part of those responsible for planning such program that research in related areas of economics is essential to the education of those who plan to undertake teaching and research in the field of commerce.

A business school in order to justify its existence must have programs of research relating to the basic functions of business administration. It is unfortunate that research in business operations in such fields as capital budgeting procedures, manufacturers' marketing costs, the evaluations of business credit policies, and administration and control of decisions, etc., have not been taken up by any of the commerce departments.

In most of the business schools in the United States stress is at present being placed upon the inter-disciplinary approach to business problems and the bringing to bear upon them of the knowledge, approaches and researches of the various behavioral sciences. It is considered to be a valid part of the research work of the business schools to take the important findings of the most advanced fundamental researches in the various related disciplines and see what in it is of value to business. It is surprising why the Indian Commerce Colleges are not following this modern trend in research.

Most of the Commerce Colleges have not as yet taken up the character of research departments. Doctoral and other



research programs cannot be supported without a highly trained and diversified faculty. The faculty has not only to be highly *research-minded* but it has to be *more distinguished* than a faculty for a Master's program. Moreover there is no design and plan of overall research activities covering a long period. The research work at present done is mostly done by individual scholars enrolled for taking the Ph. D. degree. Such *ad hoc* studies have serious limitations. They are not interconnected *per se* so as to tend to exhaust a particular line of approach or inquiry in a single field. Most of them take a very narrow aspect of a given universe instead of taking a commanding view. They are not multi-dimensional and are often repetitive.

Rigorous research techniques capable of reaching and handling basic business phenomena with precision have not been developed in India. Business scientists in the United States have employed research techniques used in social and physical sciences, including statistical, mathematical, operational, and historio-graphical techniques for solution of business problems. Doctoral programs in most of the business schools in this country are often assisted by experts from allied fields which help to provide an atmosphere of active research and scholarly intercourse. Inter-University visitation and exchange professorships provide, in addition, a stimulating climate in doctoral programs and spread a variety of effective ideas and methods. There is complete lack of this type of group effort in research activities in the Indian Commerce Colleges.

#### *Views of Personnel Directors*

A majority of the directors feel that Commerce Education is divorced from realities of the business world. The present curriculum is not in accordance with the needs and requirements of industry and business. The teaching standard is viewed as poor and standard in general does not seem to be improving over what it used to be. The need is for better students, improved curricula, scientific teaching, and well-qualified teachers.

One of the charges which is often levelled against the graduate education is the complete absence of practical studies. The majority feels that there should be arrangement for practical training for each student. The practical training should be given after the teaching of theoretical paper is over. It should be for a period of six months.

There is a lack of close cooperation between Commerce Colleges and the business community. The majority feels that this cooperation can be achieved by utilizing the expert services of teachers as consultants and by sending business executives to the universities for helping teachers in giving a practical shape to commerce studies. They seem to be ready to help teachers in preparing cases for use in the classes or for the purposes of research. Most of them are willing to provide practical training to students and are ready to send their employees for Management Training Programs.

Their experiences regarding the performance of Commerce Graduates do not seem to be very good. Science and other graduates are considered better on account of their superior intellectual equipment and broad general knowledge. The directors feel that most of the Commerce Graduates lack in analytical ability, in sophisticated command of business tools, capacity to deal with external environment of business, and an ability to cope with rapid changes in business. The majority of Commerce Graduates cannot express themselves clearly in speech as well as in writing.

Many of the directors suggested measures to improve the situation. They are : emphasizing training of students in the art of understanding people (for this reason behavioral sciences are essential features of the curricula of commerce studies ; avoidance of "dogmatism and one-sidedness in the teaching of theories". Closer relationship of the Commerce Teachers with the economic process, business institutions, and current business philosophies ; developing the abilities and qualities of character necessary for the practice of administration, i.e., a capacity for exact analysis and the ability to take *effective decision under the pressure of time* ; and taking a realistic appreciation of certain concepts in the social sciences

which contribute materially to the understanding and operation of management profession.

### *Views of Business and Other Leaders*

A Commerce Graduate should have a well-trained mind with enough knowledge to enable him to learn quickly once he is on the job. Commerce Education should aim at the development of analytical ability and the willingness to accept the responsibility for decisions made under conditions of uncertainty.

Integrity, imagination, industry, initiation, alertness, and capacity to cooperate are among the most important personal qualities for success in business. Formal business education can make a more direct contribution towards the development of most of these personal qualities. Communication abilities, ethical concepts, an interest in continuing the process of learning, intellectual curiosity and understanding of interpersonal relationships are some of the qualities which are very necessary for a successful executive. Universities to a very great extent can lay a solid basis on which later on the business executives can improve their abilities.

To many leaders, the present system of Commerce Education is somewhat satisfactory to the extent that it gives theoretical training in various aspects of industry and business. This helps the individual to get familiar with the functioning of an organization, but it is very much lacking in giving any kind of knowledge in the practical aspects of things. The result is that most of the graduates after passing out of the Universities are not able to take up with confidence any assignment in a business enterprise.

The development of commerce teaching does not seem to be on right lines. It is not well organized. The curriculum is not of the most modern type. The teaching and methods of examinations are not very scientific and the staff does not have the right type of training to turn out graduates who can fit well in the business world.

Colleges of Commerce in India are mostly staffed by

academic men who have little or no background of the functioning of the modern business enterprises. There are very few business executives on the staff. The result is that some of the current and important business problems are not touched upon in the university courses.

Fundamental researches are not being done by Commerce Colleges. To do fundamental research on business problems is rather hard. For most of the Commerce Colleges in India, much research of this sort is probably out of the question—because it is expensive and slow, and because it requires extremely imaginative and highly skilled personnel in the research section. Possibly such type of research must be limited to a mere handful of the leading colleges. Small research projects, case collection, and consulting in industry are possible for most of the colleges, colleges must devote their time in researches of local nature and local needs. They are valuable partly because they may turn up new knowledge to be taught. But they are equally valuable in keeping teachers alive and stimulated.

There should be a clear division of labor between business and university as regards the education and training for future business personnel. The responsibility of the university is to educate, the responsibility of business is to train. If either the university or business tries to do the other's job, poor performance will inevitably result. Education should not be left to well-meaning amateurs. Nor should university personnel indulge in training.

There is a great need for cooperation between the university and the business world. There is a need for close continuing contact and interchange between the business community and the Commerce Colleges so that each will more fully understand the other's need and problems, thereby enhancing the effectiveness of both. Curricula should more faithfully reflect business needs and, in turn, recruiters should place more confidence in the output of the school. Such measures as company internship for teachers and students, loan of company officials to Commerce Colleges for limited periods, fellowships to students, consultation work by

teachers, etc., should be adopted without any reservation to improve the situation.

There being too few experienced persons in managerial posts, often the key position in the middle and higher levels of management are held by people who do not have the requisite training and experience to do their job effectively. There should be some arrangements for giving the practicing executive in the middle and top management training and education in management knowledge, attitude, and skill.

It should be possible for the Commerce Colleges to start a few short courses of a specific nature at the outset—weekend or one week courses, for example, in market measurement, human relations, cost control, plant layout, work measurement, or financial budgeting. These programs may be staffed partly by non-faculty persons under joint auspices of professional associations. Later, regular programs of longer duration can be offered centering around the functions of management and decision-making, and concentrating on the more difficult problems facing top management. These programs should be taught using techniques especially appropriate to this level, including case method, discussion, incident method, and lecture.

The education of future business leaders is as complex as it is important. Their training must be in terms of tomorrow's needs instead of yesterday's and it must equip them to cope with the increasingly complicated problems brought about by an unprecedented rate of change and by the increasing magnitude and complexity of the Indian economic system. In order to fulfill their obligations, the Commerce Colleges in India should : keep standards of admission and of scholastic performance high ; put less emphasis on courses to develop simple business skills ; increase emphasis on an understanding of the process of management decision-making and management action ; recognize the genuine need for research for better teaching ; and adopt concepts, methods and knowledge of other social sciences.

### Recommendations

It has been noticed in the previous section that Graduate

Education in commerce has been criticized on account of : poor quality of commerce graduates ; low caliber of teachers in commerce faculty ; defective and unplanned curricula ; lack of research both quantitatively and qualitatively ; defective methods of teaching and examination ; and complete lack of contact with the business world.

In order to improve the situation, three plans have been suggested : a plan for general improvement of Commerce Studies ; a plan for the master's curriculum ; and a plan for doctoral studies and other research activities.

#### *A Plan for General Improvement of Commerce Studies*

This plan aims at : increasing the effectiveness of Commerce Teachers ; improving the quality of graduate students ; reorganizing the methods of teaching and examinations ; and bringing closer the business scientists and businessmen.

*Improving the Effectiveness of Commerce Teachers :* The skills of individual teachers may be improved by advanced study, refresher courses in summer sessions, and by consultation work. The academic working environment should be improved by reducing the workload, reducing the number of students in a class to twenty and by bringing the teacher-student ratio from 1-22 to 1-10. Encouragement should be given for undertaking research by providing adequate financial assistance. There should be greater amount of free time, security of service, and library facilities to do creative research.

There should be an increase in the salary scales of teachers sufficient to correct the deteriorating financial position of the teaching profession. A desirable goal would be a salary commensurate with the member of the legal and medical profession in the same geographical area. Security of tenure and reasonable prospects of advancement are essential to maintain the health and tone of the teaching profession.

There should be an attempt to increase the supply of qualified teachers. This may be possible by : attracting from other disciplines scholars capable of making effective

contribution to the field of commerce ; adding businessmen with brilliant intellect and academic interest ; and inducing a good number of young men of high intellectual capacity to pursue graduate work in commerce and to enter the teaching profession.

*Improving the Quality of Students :* As a general practice, the graduate course should be open to all students who hold a bachelor's degree. Admission should be granted only to students showing high promise of success. The selection committee should always take into account : the candidate's performance on admission test ; the candidate's undergraduate grade average and grade rank in his class ; and candidate's work experience, if any. Steps must be taken to increase facilities for meritorious students who are economically handicapped. There should be provision for more scholarships, loan, teaching assistantships, and other part-time paid jobs in the universities.

*Reorganizing Teaching and Examinations :* The teaching methods should be such that : the students will develop the ability to recognize the process as it relates to specific new situations ; the student will develop the ability to apply the knowledge of theory to problems of business policy ; the student will develop skills in analyzing economic and business data ; and the students will develop intellectual curiosity and the spirit of inquiry in relation to business phenomena.

Lecture method of teaching should be supplemented by other methods like, case method, seminar, tutorial, and syndicate method. The alert teacher should apply part or all of many new and trusted methods to his particular situation. The method must always acknowledge quality before quantity and individuality before formalized uniformity.

Tests and examinations should be designed chiefly with educational ends in view. They should help in the counseling and guidance of the students, in measuring their progress, in diagnosing present conditions, in devising remedial measures, and finally in assessing educational achievement.

The above objectives cannot be realized by any single

system of examination. In order to be much nearer to most of these objectives, a university should, in one form or another, adopt the following three systems : objective testing methods ; essay-type examination ; and assessment of classwork.

There should be at least two objective tests and two essay-type examinations every year in each subject and students should be required to submit at least one term paper in each subject.

#### *Bringing Closer the Business Scientists and Businessmen*

It is realized by all concerned that there is much need for closer cooperation between the universities and the business world for the benefit of both. The following are some of the important suggestions : teaching institutions should adopt the practice of frequently inviting business executives for talks on some business problems ; teachers should be allowed to do consultation work ; teachers should be invited by the business houses in their important meetings relating to important business decisions ; there should be a committee consisting of business school professors and businessmen for purposes of research ; universities should start short-term and long-term Management Training and Executive Development Programs ; business houses should help teachers in preparing cases for classroom work and for research ; the Board of Studies in the universities must have representatives of businessmen in the locality ; business houses should give all facilities to students while they are with them for practical training ; and commerce colleges should take up such types of research which may be of practical utility to the businessmen in the locality.

#### *A Plan for Master's Curriculum*

The aims and objects of master's curriculum should be : to develop in each student understanding of how major operating and staff functions of an organization work, what their problems are and how they are related to one another ; comprehension of the breadth and depth of the general management task, and knowledge of the quality and skill in



the activities of all those who work ; to develop in each student a broader understanding of the influences of today's economic, political, and social environment on business and on businessmen who make policy decisions ; and to acquire new approaches and attitudes that will enable students to effectively solve administrative problems in their technical and human aspects.

The curriculum has been planned to prepare students for the following career :

1. A career in General Management
2. A career in Business Management
3. A career in Industrial Management
4. A career in Teaching and Research.

The subject of study has been divided into the following five sections :

1. Background subjects
2. Tools of Management
3. Management Subjects
4. Specialized Operational Subjects
5. Practical Training.

The basic courses may be taught to all students in the first year which will include the following eight papers :

1. Growth and Structure of Industry and Commerce
2. Economic Aspects of Industry and Commerce
3. Legal Aspects of Industry and Commerce
4. Human Behavior
5. Accounting
6. Statistical Method
7. Work Study, Organization and Evaluation
8. History and Nature of Management.

There will be specialization in teaching in the second year class. Four groups will be formed in the second year : general management group ; business management group ; industrial management group and research group.

The following three papers will be taught to all the students :

1. Management Principles
2. Management Practice

### 3. Personnel Management.

Thereafter there will be specialized teaching to the various groups.

The subject for General Management Group will consist of :

1. Financial and Higher Control
2. Manufacturing
3. Development and Design
4. Distribution
5. Purchasing, Storekeeping, and Transportation.

Business Management Group will have the following subjects :

1. Financial and Higher Control
2. Purchasing, Storekeeping, and Transportation
3. Marketing Principles and Practice
4. Marketing Research
5. International Trade.

Industrial Management Group will specialize in the following subjects :

1. Development and Design
2. Factory Organization
3. Production Planning and Control
4. Plant Layout and Material Handling
5. Work study.

Students having a research or teaching career in mind will take up the following subjects :

1. Financial and Higher Control
2. Pre-Research Guidance Course (This will be a six month's course).

There will be compulsory practical training for all students. This training will be of six month's duration and may be imparted in industrial, commercial, or government organization. The training will be related to some phase of the branch or field of study in which a student has specialized.

Courses will be directed towards the complete development of the individual, not merely by giving him a knowledge of the treatment and of the principles of management, and the associated specialized field, but by relating principles to practice and by developing in the student the intellectual and

humanistic qualities so that he may be fully competent to think about and deal adequately with the problems which will confront him in his future career.

### **A Plan for Doctoral Studies and Other Research Activities**

In order to change the nature and scope of doctoral work, certain time-honored administrative and instructional procedures should be modified.

Admission to the Ph. D. program should be open to all qualified candidates. A number of factors should be considered in evaluating the applicant for admission. The applicant's intellectual development as evidenced by his previous academic work is important. But much more important than the academic record are his strength of motivation, capacity for growth, emotional maturity, and intellectual curiosity.

The period of residence should be at least for two years and every attempt should be made by the university to see that there is adequate provision for scholarships and fellowships for the doctoral students.

This program with six subject matter areas and a dissertation should be a model of doctoral curriculum. The curriculum will consist of : administration ; economic analysis and business and public policy ; one functional area in business administration ; quantitative methodology ; research methodology ; an area outside business administration ; and dissertation.

Graduate courses in the above-mentioned areas should be small and should employ more discussion and research. There should be wide bibliography instead of a text, and in general the students should be required to show more sophistication in theory and grasp of facts.

Apart from course work doctoral students should also be given some teaching work.

The dissertation should be the heart of doctoral training. The dissertation would be the candidate's first extensive independent undertaking. It should provide a deeper understand-

ding and for most, the discipline and motivation for a lifetime of scholarly contribution.

*Need for a Research Faculty:* To measure the research activities of the faculty only in terms of research guidance for doctoral degrees is extremely superficial. What is really needed is the research done by the faculty for advancing knowledge on a continuing basis and the degree of their involvement with the institutional researches undertaken by the departments.

It may be advisable to organize all research activities of the department in the shape of a Research Laboratory. The members employed mostly in research work should have higher pay scale consistent with the higher nature of their work and in order to attract high-class talents. High quality research is a scarce and valuable thing. It can be had only at a price.

Commerce departments should create a design and plan of overall research activities covering a long period : and carefully initiate institutional researches which should be done by its own staff : organize group researches : and determine subjects for individual researchers according to the interest of the research scholars and overall research plan of the department. There is need of undertaking survey researches in a big way if commerce studies are to be realistic and to be of use to the business world. Commerce colleges will be doing a positive service to the nation in general and the business world in particular by doing researches in the areas of : business management ; marketing and trade ; finance and financial institutions ; statistics and accounting ; small business ; economic analysis ; and personnel administration.

*A Central Research Institute of Commerce :* There should be a central institute of research for commerce. In this institute research work should be done by a permanent staff plus a revolving staff of researchers moving back and forth from the universities and other organizations. It should have close access to various Employer's Associations, Trade Union Associations, Planning Commission, and other social and political organizations of the country.

The success of such an institute would depend basically upon the free and frank cooperation that it would receive from, and give to, universities and other institutions : and its endeavor to become a regular form for universities to get together and to take important decisions regarding the research operations in the field of commerce for their own guidance and for the guidance of others.

*Financial Implications:* Information at the disposal of the writer suggests that inadequate finance has been a stumbling block to many colleges in effecting the improvement they desired in commerce education. Fees contribute a dominant share of their income, and it is not possible to step up the scales of fees without raising too much opposition. The adoption of a national policy for rendering effective and adequate financial assistance to colleges of commerce has therefore become very urgent. In fact, any substantial improvement in commerce education in India necessarily centers around State-aid along with the help extended by business and industry. This aid should include both recurring and non-recurring expenses.

According to the proposed plan for future more funds will be required for increasing the pay scales of teachers, provisions for libraries and commerce workshops and stipends, scholarships, and fellowships to students.

If one assumes an average grant of Rs 50,000 per college for additions to buildings, and other equipment, and of Rs 10,000 for library, then the amount involved will be 3.6 million for a total of 60 colleges. This amount should be provided by way of non-recurring central grants. To this must be added the amount required as grant for improvement in pay scales. Assuming the total number of commerce teachers involved at about 500, and the grant for improvement to be an average of Rs 2,000 per year per teacher, this will come to Rs 1 million. Scholarships and stipends for students would amount roughly to a total of Rs 2 million. Thus the total recurring expenses will come to nearly 1.2 million per year in addition to what is being currently spent. A part of this

to come, there is need for an increased supply of men well grounded in the basic principles governing industrial and commercial world and well disciplined for a career in industry and business. Hence every effort must be made to develop and organize a comprehensive and integrated commerce studies in the Indian Universities.

## APPENDIX I

### QUESTIONNAIRE A

#### **Information Regarding Graduate Teaching And Research In Indian Universities In Commerce Faculty**

**1. *General information :***

1. Name of the institution
2. Year of establishment
3. Aims and objectives of graduate teaching and research in commerce
4. Annual budget of the department.

**2. *Staff Data :***

1. Number of staff according to rank
2. Qualifications of full-time teachers
3. Salary of teachers
4. Number of part-time staff, with salary and qualifications
5. Background and interest area of both full-time and part-time members
6. Consultation work done by the members outside the department:
7. Workload per week—lecture, tutorial, seminar, research
8. Number of subjects taught by each member
9. Teaching methods
10. Facilities for research to staff members
11. Service conditions of the teachers
12. Scope for promotion to higher rank
13. Use of businessmen as teachers
14. Teacher-student ratio.

**3. *Students Data :***

1. Number of students registered at the M. Com. level from 1950-1963 (Please give year-wise figures)

2. Number of degrees earned (M. Com.) from 1952-1963 (Please give year-wise figures)
3. Number of students registered as Ph. D. students from 1950-1963 (Please give year-wise figures)
4. Number of successful students passing the Ph. D. examination from 1952-1963 (Please give year-wise figures)
5. Name of topics registered for the Ph. D. dissertation
6. Name of topics in which Ph. D. have been awarded
7. Extent of financial help to M. Com. students
8. Extent of financial help to Ph. D. students
9. Estimate of growth in enrollment at M. Com. level by 1970
10. Estimate of growth in enrollment at Ph. D. level by 1970
11. Employment of students after the award of M. Com. degree
12. Employment of students after the award of Ph. D. degree
13. Attitude of businessmen towards commerce graduates in matters of employment

4. *Curricula data :*

(A) M. Com. Studies :

1. Background requirements for admission
2. Admission procedure
3. Quality of students
4. Regulations regarding required or compulsory courses
5. Regulation regarding optional courses
6. Number and types of optional courses offered
7. Most popular optional course selected by students
8. Regulations regarding examinations
9. Practical training to students

(B) Ph. D. Program :

1. Objectives of the program
2. Types of programs offered



3. Formal requirements for admission
4. Procedure of admission
5. *Formal course requirements*
6. Regulations regarding thesis
7. Regulations regarding examinations
8. Sources and quality of students
9. Financing of the Ph. D. programs and other research activities of the department.

5. *Library data :*

1. Number of books (please give subject-wise figures)
2. Number and name of Indian and foreign journals and periodicals subscribed by the department
3. Annual budget for purchase of books and journals
4. Organization of the library
5. Publication of research papers by the department.

6. *Suggestions for Improvements in the following Areas :*

1. Quality of students
2. Curricula
3. Teaching methods
4. System of examination
5. Quality of teachers
6. Quality of research
7. Cooperation with the business world
8. Other issues ( financial, administrative, and academic ).

## APPENDIX II

### QUESTIONNAIRE B

#### **Opinion of Employers in Business and Industries Towards Commerce Graduates and Graduate Education in Commerce in Indian Universities**

##### SECTION—A

1. How do you rate the standard of teaching at the graduate level in the Indian Universities ? (Please check one)
  - ☐—Excellent
  - ☐—Good
  - ☐—Not so good
  - ☐—Poor
2. What do you think about the improvement in the standard of Commerce education as compared to the standard five years ago ? (Please check one)
  - ☐—Improving very fast
  - ☐—Improving
  - ☐—Not improving
  - ☐—Going down
3. Are the existing curricula of graduate studies in commerce in accordance with the needs of industrial and business houses ? (Please check one)
  - ☐—To a very great extent
  - ☐—To a great extent
  - ☐—To some extent
  - ☐—Not at all
4. What modifications would you suggest in this direction ?

5. Do you think that Practical Training will add to the *efficiency of commerce graduates*? (Please check one)  
☐—Yes  
☐—No  
☐—No opinion
6. When Practical Training should be imparted ? (Please check one)  
☐—Before admission  
☐—During enrolment  
☐—After graduation
7. What should be the duration of Practical Training ? (Please check one)  
☐—Three months  
☐—Six months  
☐—One year
8. Have you ever given Practical Training to commerce graduates in your organization ? (Please check one )  
☐—Yes  
☐—No
9. Would you be willing to give Practical Training if requested by a University ? (Please check one)  
☐—Yes  
☐—No
10. What in your opinion should be the nature and type of Practical Training ?
11. Do you ever consult teachers from commerce colleges on any issue relating to your business ? (Please check one)  
☐—Yes  
☐—No
12. Do you feel that University teachers of commerce can be of assistance in helping you to solve some of your business problems on account of their specialized knowledge ? (Please check one)  
☐—Can be of very much assistance  
☐—Can be of much assistance  
☐—Can be of some assistance  
☐—Can be of no assistance

13. On what issues will you like to consult a teacher of commerce (Please check one or more)
- ☐—On issues relating to General Administration
  - ☐—On issues relating to Finance, Accounts, and Budget
  - ☐—On issues relating to Personnel Administration
  - ☐—On issues relating to Human Relations
  - ☐—On issues relating to Marketing
  - ☐—On legal issues
14. Is any of your executives, in any capacity, associated with University education in commerce? (Please check one)
- ☐—Yes
  - ☐—No
15. In what capacity, if any, are your executives associated with universities? (Please check one or more)
- ☐—In the capacity of member of Commerce Board
  - ☐—In the capacity of a part-time lecturer
  - ☐—In the capacity of an occasional lecturer
16. Would you be willing to cooperate with Universities if they invite your executives to help them? (Please check one)
- ☐—Yes
  - ☐—No
17. To what extent, do you think, discussion of actual cases from business and industry in the classroom will help students in having an insight in the practical business problems? (Please check one)
- ☐—To a very great extent
  - ☐—To a great extent
  - ☐—To some extent
  - ☐—To a very little extent
18. Would you be willing to help teachers if they request you to send some cases to be discussed in the class? (Of course without disclosing the name of your organization) (Please check one)
- ☐—Yes
  - ☐—No

## SECTION B

1. What is the number of graduates in your organization ?

<i>Positions :</i>	<i>Number :</i>
Managerial or Executive	—
Supervisory	—
Clerical	—

2. What is the number of Commerce Graduates in your organization ?

<i>Positions :</i>	<i>Number :</i>
Managerial or Executive	—
Supervisory	—
Clerical	—

3. How many graduates (Commerce/Others) have been hired in your organization during the last four years ?

	1959	1960	1961	1962
Position :	Com.-Others	Com.-Others	Com.-Others	Com.-Others
Managerial	—	—	—	—
Supervisory	—	—	—	—
Clerical	—	—	—	—

4. What are the departments in your concern in which you will prefer a Commerce Graduate ? (Please check one or more)

- ☐ Production Management  
☐ General Administration  
☐ Marketing  
☐ Accounts, Finance, Budget  
☐ Personnel Management  
☐ Labor Management  
☐ Public Relations  
☐ Research

(Please add more departments if they are not shown above)

5. What is your experience regarding the performance of Commerce Graduates in your organization ? (Please check one)

- ☐ Excellent  
☐ Good  
☐ Not so good  
☐ Poor

6. How do Commerce Graduates fare vis-à-vis other graduates in your organization ? (Please check one)
  - Very well
  - Fairly well
  - Not so well
  - Not well
7. What are the defects or deficiencies with Commerce Graduates ? Would you suggest ways through which they can be removed ?
8. Do you encourage your employees to attend commerce courses in the evening ? (Please check one)
  - Yes
  - No
  - There is no such request
9. Are you making use of the Management Training Programs given by some of the institutes in India ? (Please check one)
  - Yes
  - No
  - Have no information of such Training Programs.
10. To what extent, do you think, such Training Programs will be helpful in developing the abilities needed for success in business ? (Please check one)
  - To a very great extent
  - To a great extent
  - To some extent
  - To no extent
  - Have no idea
11. Do you think to use such facilities if they are to be provided by Universities ? (Please check one)
  - Yes
  - No

#### SECTION C

(You are at liberty to fill in or not to fill in any or all of the following items)

1. Name and address of your organization
2. The structure of your organization
3. The nature of business.

## APPENDIX III

### QUESTIONNAIRE C

#### **Opinion of Leaders in Government, Education, Industry, Business, Finance, and Trade Towards Graduate Education in Commerce in India**

1. What, in your opinion, should be the aims and objects of Commerce Education at the graduate level in the University ?
2. What personal qualities are most important for success in business management ? To what extent can the qualities considered important be developed by formal Commerce Education in the Universities ?
3. How far do you consider the present system of Graduate Education in commerce in Indian Universities to be satisfactory ?
4. To the extent that you are familiar with what is going on in the Commerce Colleges, in Indian Universities, would you say that these colleges in their teaching and other activities are keeping abreast of the most current business thinking and practice ?
5. To the extent that you are aware of, are the Commerce Colleges today doing basic research which is useful to business in the same way that researches in the Medical Colleges are useful to the medical practitioners ? What do you propose to improve the situation ?
6. What is the proper division of labor between Universities and the business as regards the education and training of people for business management ?
7. What can be done to improve cooperation between Commerce Colleges and business and industrial houses ? For example, company internship for teachers and

students, loan of company officials to Commerce Colleges for limited period of time, fellowships to induce better students to go into Commerce Colleges as trainees for careers in business, cooperation in the preparation of case materials for class, use of teachers as consultants by business houses, etc.

8. How far do you think that existing personnel in higher and middle level management need reorientation in the light of modern development in the science of business management ?
9. How the Commerce Colleges can be made useful in this task of reorientation or executive department program ?
10. Have you any suggestion as to how to improve the training of future men who are to take their position as higher, middle or lower level management officers in the Indian business houses ?



## APPENDIX IV

### List of Educational Institutions Replying to QUESTIONNAIRE A

1. Agrawal College, Jaipur
2. Allahabad University, Allahabad
3. Andhra University, Waltair
4. Annamalai University, Annamalai, Nagar
5. Banaras Hindu University, Banaras
6. Barahansi College, Aligarh
7. Baroda University, Baroda
8. Barraily College, Barraily
9. Bhagalpur University, Bhagalpur
10. Birla College, Pilani
11. B. M. College of Commerce, Poona
12. Bombay University, Bombay
13. B. R. College, Agra
14. Calcutta University, Calcutta
15. Commerce College, Jaipur
16. D. A. V. College, Kanpur
17. D. A. V. College, Ajmer
18. Delhi University, Delhi
19. Gauhati University, Gauhati
20. Gorakhpur University, Gorakhpur
21. G. S. College of Eco & Com., Nagpur
22. G. S. College of Eco & Com., Jabbalpur
23. Gyanpur College, Banaras
24. Indian Institute of Management, Ahmadabad
25. Indian Institute of Management, Calcutta
26. Jain Mahavidyalaya, Jabbalpur
27. J. B. College of Commerce, Hubli
28. Jodhpur University, Jodhpur
29. Karnataka University, Dharwar
30. Lucknow University, Lucknow

31. Madras University, Madras
32. M. J. College, Bhawavnagar
33. M. L. College, Gwalior
34. Muslim University, Aligarh
35. Osmania University, Hyderabad
36. Patna University, Patna
37. Panjab University, Chandigarh
38. Podar College of Commerce, Bombay
39. Poona University, Poona
40. S. D. College, Kanpur
41. Saugar University, Saugar
42. Sydenhum College, Bombay
43. St. John's College, Agra
44. Utkal University, Orissa
45. Vikram University, Ujjain

## APPENDIX V

### List of Concerns Replying to Questionnaire B

<i>Name of Firms</i>	<i>Registered Office</i>
1. Advertising Agency, Ltd.	Bombay
2. Advertising and Sales Promotion Co. Ltd.	Calcutta
3. Advertising Corporation of India, Ltd.	Calcutta
4. A. F. Ferguson and Co. Ltd.	Bombay
5. Air India International Corporation	New Delhi
6. Alembic Chemical Works Co. Ltd.	Baroda
7. Allied Distributors	Calcutta
8. Allied Distributors	Madras
9. All India Importer's Association	Bombay
10. All India Management Association	New Delhi
11. All India Traders, Ltd.	Calcutta
12. Aluminum Corporation of India, Ltd.	Calcutta
13. Amar Dye Chemicals, Ltd.	Ahmadabad
14. American Trading Co.	Calcutta
15. Andrué Yule and Co.	Bombay
16. Ashok Exporter and Importers	Calcutta
17. Asiatic Industries, Ltd.	Bombay
18. Asiatic Trading Corporation	Bombay
19. Asia Publishing House	Bombay
20. Associated Exporters and Importers	Bombay
21. Audit Bureau of Circulation	Bombay
22. Batliboi Purohit and Co.	Bombay
23. Bennett Coleman and Co. Ltd.	Bombay
24. Bengal Potteries Ltd.	Calcutta
25. Bharat Trading Co. Ltd.	Bombay
26. Bharat Transports, Ltd.	Patna
27. Birla Jute Mills, Ltd.	Calcutta
28. Birla Brothers, Ltd.	Calcutta
29. Bokaro Steel Projects	Hazaribagh

30.	Builders Association of India	Madras
31.	Bureau of Commerce and Statistics	Calcutta
32.	Caltax (India) Ltd.	Bombay
33.	Central Bank of India Ltd.	Patna
34.	Central Engineering Ltd.	Calcutta
35.	Central Spg. and Mfg Co. Ltd.	Bombay
36.	Commercial Corporation	Calcutta
37.	Dalal Engineering Private, Ltd.	Bombay
38.	Dalmia Cement Ltd.	New Delhi
39.	Dalmia Enterprises Ltd.	New Delhi
40.	Dalmia Jain Co. Ltd.	Calcutta
41.	Damodar Valley Corporation	Calcutta
42.	Delhi Chamber of Commerce	Delhi
43.	Delhi Cloth and General Mills Ltd.	Delhi
44.	Devidayal Metals Co. Ltd.	Bombay
45.	Esso Standard Refining Co.	
	of India Ltd.	Bombay
46.	Federation of Commerce and Industries	Hyderabad
47.	General Commercial Corporation	Madras
48.	General Electric Co. of India	Bombay
49.	Glaxo Laboratories (Private) Ltd.	Bombay
50.	Gwalior Rayon Manufacturing Co. Ltd.	Gwalior
51.	Hind Cycles Ltd.	Bombay
52.	Hind Trading (Private) Ltd.	Calcutta
53.	Hindustan Cables Ltd.	Burdwan
54.	Hindustan Exports and Imports	
	Corporation	Bombay
55.	Hindustan General Insurance Co. Ltd.	Calcutta
56.	Hindustan Motors Ltd	Calcutta
57.	Hindustan Steels Ltd.	Ranchi
58.	Hirabhai Patel Ltd.	Karvan
59.	Hyderabad Asbestos Products Ltd.	Hyderabad
60.	IBCON (Private) Ltd.	Bombay
61.	Indian Chamber of Commerce	Calcutta
62.	Indian Dye Stuff Ltd.	Calcutta
63.	Indian Mica Corporation	Hazaribagh
64.	Indian Mining Association	Calcutta
65.	Indian Oil Company Ltd.	Bombay

66.	Indian Oxygen Ltd.	Calcutta
67.	Indian Paper Maker's Ltd.	Calcutta
68.	Indian Plastic Ltd.	Bombay
69.	Indian Steamship Co. Ltd.	Calcutta
70.	Indian Steel and Wire Co. Ltd.	Jamshedpur
71.	Indian Sugar Mills Ltd.	Calcutta
72.	Indian Tea Manufacturer's Association	Calcutta
73.	Indian Transports Ltd.	Delhi
74.	Indian Tyres and Rubber Co. Ltd.	Calcutta
75.	International Book House	
	(Private) Ltd.	Bombay
76.	International Corporation Ltd.	Bombay
77.	International Pipe and Tube Ltd.	Calcutta
78.	James Finlay and Co. Ltd.	Delhi
79.	J. K. Organisations Ltd.	Kanpur
80.	J. K. Steels Ltd.	Calcutta
81.	Johnson and Johnson of India	
	(Private) Ltd.	Bombay
82.	Kaling Industries Ltd.	Calcutta
83.	Kalyanpur Lime and Cement Ltd.	Kalyanpur
84.	Killick Industries Ltd.	Bombay
85.	Life Insurance Corporation	
	of India Ltd.	Calcutta
86.	Life Insurance Corporation	
	of India Ltd.	Delhi
87.	Lion Pencils Ltd.	Bombay
88.	Madras Stock Exchange	Madras
89.	Masore Iron and Steel Works	Bhadravati
90.	Merchants Corporation (Private) Ltd.	Calcutta
91.	Merchants Society of India Ltd.	Calcutta
92.	Mica Mining and Trading Corporation	Calcutta
93.	Modi Industries Ltd.	Modinagar
94.	Morarjee Bros.	Bombay
95.	Mullick and Company	Bombay
96.	National Advertising Services	Bombay
97.	National Development	
	Coal Corporation	Ranchi
98.	New India Publicity Ltd.	Bombay

99.	Orient Longman's Ltd.	Calcutta
100.	Osmanshahi Mills Ltd.	Hyderabad
101.	Oxford University Press Ltd.	Bombay
102.	Phillips Electrics Ltd.	Calcutta
103.	Podar Mills Ltd.	Bombay
104.	Punjab National Bank	Delhi
105.	Reserve Bank of India	Bombay
106.	Roy and Roy Ltd.	Calcutta
107.	Shahu Jain Services Ltd.	Calcutta
108.	Silk and Art Silk Mills Ltd.	Bombay
109.	Sindri Fertilizers and Chemicals Ltd.	Sindri
110.	Srinivas Cotton Mills Ltd.	Calcutta
111.	Sri S. Gupta and Co.	Calcutta
112.	State Bank of India	Patna
113.	State Trading Corporation	New Delhi
114.	The Arvind Mills Ltd.	Ahmadabad
115.	The Associated Cement Co. Ltd.	Calcutta
116.	The Burkingham and Carnatic Mills Ltd.	Madras
117.	The Britannia Biscuit Company Ltd.	Calcutta
118.	The Calcutta Milk Products Co. Ltd.	Calcutta
119.	The Imperial Tobacco Co. of India Ltd.	Monghyr
120.	The Mill Owner's Association	Bombay
121.	The Tata Industries Ltd.	Bombay
122.	Thomas Cook & Sons Ltd.	Bombay
123.	Tube Investment of India Ltd.	Madras
124.	Tulsidas Kemjee Ltd.	Bombay
125.	Union Bank of India Ltd.	Bombay
126.	Union Publicity Service	Bombay
127.	United Commercial Bank Ltd.	Calcutta
128.	United Commercial Corporation Ltd.	Patna
129.	Vaypar Mandal Limited	Calcutta
130.	Voltas Ltd.	Bombay
131.	Voltas Ltd.	Calcutta
132.	Western Indian Match Co. Ltd.	Bombay
133.	Western Mechanical Industries Ltd.	Delhi
134.	Western U. P. Chamber of Commerce	Merrut
135.	Williams Industries Ltd.	Calcutta
136.	Wood Lands (Private) Ltd.	Calcutta

## APPENDIX VI

### List Of Persons Replying To Questionnaire C

<i>Name</i>	<i>Address</i>
1. Abraham, J. P. :	All India Management Association, Delhi
2. Advani, P. A. :	The New India Assurance Co., Bombay
3. Agrawala, B. P., Chairman :	Agra Productivity Council, Agra
4. Agrawala, R. C. :	Managing Director, Agrawal Industries, Gauhati
5. Anand, I. P. :	Thaper House, New Delhi
6. Aneja, K. S. :	Ahmadabad Productivity Council, Ahmadabad
7. Badhwar, F. C. :	Badhwar House, Delhi
8. Baijaj Dharamchand, Chairman :	Railway Board, Delhi
9. Banerjee, B. N. :	Bihar Fire Works and Pottery Ltd., Patna
10. Baveja, G. C. :	Indian Institute of Management, Ahmadabad
11. Bazaz Kamalnayan :	Bazaz House, Bombay
12. Bhabha, C. H., Chairman :	Central Bank of India, Bombay
13. Bhatta, S. L. :	Hindustan Motors Ltd., Calcutta
14. Birla, B. M. :	Indian Exchange Place, Calcutta
15. Birla, R.D. :	Industry House, Bombay
16. Biswash, S. R. :	Bengal National Chamber, of Commerce, Calcutta
17. Bubna, P. M., Chairman :	Hind Mills Ltd., Bombay
18. Chandy, K. T., Director :	Indian Institute of Manage- ment, Calcutta
19. Chaturbedi, H. :	Southern Land House, Kanpur
20. Chatterji, B. M. :	Indian Handicraft Corporation, New Delhi

21. Chiani, B. M. : Apolo Bandar, Bombay
22. Chopra, M. R., Mg. Director : Chopra Industries,  
Chandigarh
23. Collett, F. A. : Imperial Tobacco Comp. of India Ltd.,  
Calcutta
24. Dalmia, M. D. : Birla Cotton Mills, Delhi
25. Dalmia, V. H., Chairman : Dalmia Industries, Delhi
26. Daraiswamy, R., Chairman : Central Silk Board,  
Bombay
27. Das, N. G. : Employer's Federation of India, New  
Delhi
28. Davar, N. S., Principal : Davar College of Commerce,  
Bombay
29. Davar, R. J. : Bombay Management Association  
Bombay
30. Davidson, A.G.B. : Burma-Shell, Bombay
31. Desai, K. K. : Gandhi Mazdoor Sevalaya, Ahmadabad,
32. Dhandhani, K. L. : Bihar Chamber of Commerce,  
Patna
33. Director, Delhi Management Council, Delhi
34. Director, Delhi Polytechnique, Delhi
35. Director, Indian Institute of Science, Bangalore
36. Director, Indian Institute of Technology, Kharagpur
37. Director, Indian Standard Institute, Calcutta
38. Director, The National Council of Applied Ec. Research,  
Delhi
39. Doraiswami : Administrative Staff College, Hyderabad
40. Dutta, B. K., Mg. Director : United Bank of India,  
Calcutta
41. Dutta, R. C. : Darbhanga House, Ranchi
42. Fazalbhoy, Y.A. : General Radio and Appliance Ltd.,  
Bombay
43. Foy, H. J., Chairman : Britania Biscuits Comp. Ltd.,  
Calcutta
44. Gandhi, M. P., Editor : "India Industries", Bombay
45. Gandhi, R. M. : Indian Merchant's Association,  
Bombay
46. Ghosh, B. B., Chairman : Calcutta Port Trust, Calcutta



47. Ghosh, B. M. : Bengal Chem. and Pham. Works Ltd.,  
Calcutta
48. Goenka, Sir Badridas : Goenka Ltd., Calcutta
49. Goenka, B. K. : Goenka Niwas, Calcutta
50. Gokhale, R. G. : Mill Owner's Association, Bombay
51. Gokulchand Hirachand : Construction House, Bombay
52. Iyengar, K. R. K. : United Commercial Bank, Calcutta
53. Jain, A. K., Chairman : Shahu Jain Services, Calcutta
54. Jain, S. P., Chairman : Dalmia Industries, Dalmianagar
55. Joshi, K. L., Director : Education Div., Planning  
Commission, Delhi
56. Kamal, P. M. : Reserve Bank of India (Banking  
Dept.), Bombay
57. Kapoor, T. C. : Export Risks Insurance Corporation,  
Bombay
58. Karvey, T., President : Malnad Productivity Council,  
Hassan
59. Ketan, B. P. : Ketan Bhawan, Bombay
60. Kilachand, S. T., Chairman : Digvijay Sp. & Wev.  
Mills, Bombay
61. Kilachand, T.D., Chairman : Bank of Baroda, Baroda
62. Kohli, M. R., Mg. Director : The Bank of India Ltd.,  
Delhi
63. Kothari, D. C., Chairman : Kothari Textiles, Bombay
64. Kothari, Hemraj : Kalakar St., Calcutta
65. Kothari, H. C., Chairman : Kothari Bros. Ltd., Bombay
66. Kothari, S. L. : State Bank of India, Jaipur
67. Lahri, S. K., Director : National Productivity Council,  
Calcutta
68. Lal, M. N., Chairman : Hindustan General Assurance  
Co., Calcutta
69. Lorenzo, A. M. : Kennedy House, Simla
70. Madok, D. R. : Industrial Finance Corporation, New  
Delhi
71. Mahendra, K. C. : Apolo Bandar, Bombay
72. Masani, M. R. : Member of Parliament, Delhi
73. Mathulla, M. K., Chairman : Hindustan Machine  
Tools, Bangalore

74. Mehta, G. L. : Industrial Credit and Inv. Corporation,  
Bombay
75. Mehta, Sir., C. B. : Malabar Hills, Bombay
76. Menon, M. M. : Madras Institute of Management,  
Madras
77. Mishra, Dr., B. R., Vice-Chancellor, Bhagalpur Univ.,  
Bhagalpur
78. Modi, L. N. : Modi Food Products, Patna
79. Modi, Sir, R. K. M. : Modi Industries, Modinagar
80. Moddak, G. P. : Bombay House, Bombay
81. Morarka, R. R. : Member of the Indian Parliament,  
New Delhi
82. Mufatlal, A. N., Chairman : Mufatlal Industries,  
Bombay
83. Mutli Prem : "The Eastern Economists", Bombay
84. Muthiah, M. T. : Indian Overseas Bank Ltd., Madras
85. Narang, G. P. : "Narang Bhawan", Delhi
86. Narayan, L. K. : Calcutta Productivity Council, Calcutta
87. Natu, W. R. : Central Silk Board, Bombay
88. Nayar, G. K. : National Productivity Council, Delhi
89. Nayar, M. M., Director : National Productivity Council,  
Bombay
90. Oberai, M. S., Chairman : Oberai Group of Hotels, Simla
91. Panandikar, S. G. : Mill Owner's Association, Bombay
92. Parekh, H. T. : Kastur Niwas, Bombay
93. Patel, J. P. : Goolistan, Bombay
94. Paul Saliya, Chairman : Jullundhar Productivity Council,  
Jullundhar
95. Poddar, B. P., Chairman : Motor and Machinery Ltd.,  
Calcutta
96. Poddar, R. A. : Poddar Chamber, Bombay
97. Prasad Pran : Bird and Co. (Private) Ltd., Calcutta
98. Raja, A. S. : President, Madurai Productivity Council,  
Madurai
99. Raja, S. T. : Rourkela Steel Plant, Rourkela
100. Ram Charat : General and Cloth Mills, Delhi
101. Ram Lala Bhart : General and Cloth Mills, Delhi
102. Ramalingam, S. : National Productivity Council, Madras

103. Ramnarayan, R. N. : Dawn Mills Ltd., Bombay
104. Ramani, P. R. V. : J. K. Steels Ltd., Calcutta
105. Rao, M. S. : Hindustan Steels, Ranchi
106. Rao, P. T. : Federation of Indian Chamber of Commerce and Industries, Delhi
107. Ray, S. : Madras Institute of Management, Madras
108. Reddy, H. S., Chairman : Coffee Board of India, Bangalore
109. Roy, Sir, B. P. Singh : Landsdownee Road, Calcutta
110. Roy, G. R. : Madras Chamber of Commerce, Madras
111. Roy, K. B., Mg. Director : National Ind. Dev. Corp., Delhi
112. Sadashivan, S. T., Gen. Manager : United Commercial Bank, Calcutta
113. Sarabhai, V. A. : Indian Institute of Management, Ahmadabad
114. Saraiya, R. G. : Narsari Chamber, Bombay
115. Satarawala, K. T. : Chief Controller of Exports and Imports, Delhi
116. Saynyal, D. K., Director : Indian Institute of Social Welfare, Calcutta
117. Sen, S. R. : Planning Commission, New Delhi
118. Shah, Manubhai, N : Minister for Trade, Govt. of India, Delhi
119. Shah, Mohendra : Mohani Sugar Mills Ltd., Calcutta
120. Sharaksh, P. S. : Indian Cable Co. Ltd., Calcutta
121. Shroff, A. D. : Eddie House, Bombay
122. Singh, Ram. S. : Minister for Agriculture, Govt. of India, Delhi
123. Singhanian, L. P., Chairman : J. K. Organizations, Kanpur
124. Singhanian, P. P. : Singhanian House, Calcutta
125. Somvanshi, V. N., : Poona Productivity Council, Poona
126. Srivastava, C. P., Mg. Director : Shipping Corporation of India, Bombay
127. Subaramaniam, M. K. : Indian Institute of Management, Ahmadabad
128. Sundaram, M. V. : Minister for Scientific Research, Govt of India, Delhi.

129. Sundaram, T., Mg. Director : Meenakshi Mills Ltd.,  
Madras
130. Talwar, S. L. : 25, Rohtak Road, Delhi
131. Tandan, P. L., Chairman : Hindustan Levers Ltd.,  
Bombay
132. Thapar, B. M. : Karamchand Thapar & Bros., Calcutta
133. Thomas, A. V. : First Line Beach, Madras
134. Tyabjee, H. B., Vice-Chancellor, Muslim University,  
Aligarh
135. Vaidya, M. J. : Jadarjee Mansion, Bombay
136. Vakharia, J. G., Mg. Director : Standard Silk Mills  
Ltd., Surat
137. Vakil, C. N. : Marine Drive, Bombay
138. Verma, Dr. Ram, Chairman : Rubber Board of India,  
Bombay
139. Verma, R. P. : Air India International, Delhi
140. Wadia, A. R., Kalpana : Netajee Subas Road, Bombay

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